



Uplands Manor Primary School

EYFS POLICY

Date approved by Governors: January 2020

Review period: Annual

Next Review: February 2021

Our EYFS Vision and Ethos

In the EYFS we believe that every child, family and member of staff matters and through a culture of listening, we endeavour to work in partnership with our families and hold the voice of the child at the heart of our practice. We strive to enable the children in the EYFS phase at Uplands Manor to become independent, curious learners and directors of their own lives.

As a child I need someone who will:

- Let me be myself and like me for it
- Trust me to find my own way of learning
- Be my partner and have fun with me as I learn
- Let me make mistakes
- Listen to me and respect what I say and do
- Understands what it's like to be 3,4 and 5
- Ensure my well-being and keep me safe
- Make the world an exciting place to be
- Find out about me from my family and tell my family about me
- Challenge me!

I will always need this, even when I'm older than 5.

To enable this, we offer:

- Seamless education, support and care which puts children and their families at the heart of our practice
- A stimulating, safe and welcoming environment, both inside and outside
- Experiences that value, celebrate and build on our diverse community
- Learning opportunities which are differentiated, open ended and challenging
- Effective working partnerships to ensure the needs of all are represented and heard
- Respectful and trusting relationships which display emotional warmth
- Supportive induction procedures and routines
- Effective systems of communication
- A highly skilled, motivated and committed staff

We demonstrate our commitment to this by:

- Maintaining professional integrity, high standards and being exemplary role models
- Valuing and respecting all, celebrating individuality and diversity
- Listening, reflecting and continuously improving on our previous best
- Working within all agreed policies, procedures and working practices, ensuring they are brought alive
- Supporting innovation, being flexible and playful
- Promoting healthy lifestyles
- Ensuring all staff have access to high quality on-going professional development opportunities
- Challenging discrimination, stereotyping and breaking down barriers to inclusion
- Ensuring our communication systems are effective and transparent
- Making the best of all the resources we have available to us
- Respecting and responding to the voice of stakeholders and partners, leading the way in multi-agency delivery of services
- Becoming co-constructors in learning, watching and learning alongside our children
- Sharing and learning from best practice, locally and nationally

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers. Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

At Uplands Manor Primary School, the EYFS team are fully committed to the purpose and aims of the Early Years Foundation Stage as outlined in the statutory framework 2017.

‘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 between birth and age five 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 Early Years foundation stage 2017)

3. Structure of the EYFS

At Uplands Manor Primary School, we use the term Early Years Foundation Stage to refer to the time from when a child enters the nursery, to the end of the Reception year.

EYFS Structure at UMPS			
Child’s Age	Provision Available	Hours	Costs
3-4 years	<ul style="list-style-type: none">• Uplands Morning Nursery• Uplands Afternoon Nursery	<ul style="list-style-type: none">• 8.45-11.45am• 12.30-3.30pm Monday to Friday	Free
3-4 years	Manor Nursery <ul style="list-style-type: none">• 15 hours taken over 2.5 days	<ul style="list-style-type: none">• 9.00am to 12.00pm• 12.00 to 3.00pm	Free
	<ul style="list-style-type: none">• 30 hours	<ul style="list-style-type: none">• 9.00-3.00pm Monday to Friday	Free
	<ul style="list-style-type: none">• Additional 3 hour sessions can be purchased in Manor Nursery, if parents/ carers are not entitled to 30 hour provision, if spaces are available.	9.00-12.00am 12.00- 3.00pm	£12.50 per 3 hour session
4-5 years	<ul style="list-style-type: none">• Reception	8.45am to 3.10pm Monday to Friday	Free

We aim to be as flexible as possible, parents /carers are encouraged to discuss individual needs with the EYFS team, who will do their utmost to accommodate requests if spaces are available. However, it should be stressed that requests for change of sessions is for the long term and not ad hoc.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of Effective Learning

In addition to the seven areas of learning, we also reflect on the different ways that children learn. We support children in demonstrating the three characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage.

- 1. Playing and Exploring-** children investigate, explore and "have ago"
- 2. Active learning-** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- 3. Creating and thinking critically-** children have their own ideas and work to develop these ideas, they make links between ideas, and develop strategies for doing things.

The EYFS team plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. At the end of the Reception year, teachers are required to report to parents the information about how a child learns.

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. They take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences both inside and outside. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn (Characteristics of effective learning) and include these in their practice.

4.2 Teaching

At Uplands Manor we do not make the distinction between work and play. Each area of learning and development is implemented through planned, purposeful play activities both inside and outside. Play activities may be led by the adult (AL) or initiated by the child (CIL). Whatever the mode of activity, they are reactive to the child's interests, fascinations and stage of development. Through our objective-led approach to learning, where possible, the adult will enter the child's play taking the objective they want the children to achieve, and skilfully steering it into the child's own play. It is an alternative to taking the child away from their play to complete an activity determined by the teacher and reluctantly completed by the child. This approach to learning can be made clear in the following example. If the learning objective is to count objects reliably, rather than giving every child the same objects to count, the adult taps into the child's play and counts objects here. This could be counting cars in the small world area, stones outside or aliens on the computer, it doesn't matter where, the skill is the same- counting objects reliably.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

Ongoing assessment is an integral part of learning and development. Children are monitored throughout the year on their development and progress in relation to Age Related Expectations. (ARE)

Evidence of children's learning is built up throughout the year in the form of:

- Transition notes from previous settings.
- Photographs and videos.
- Written observations.
- Electronic observations. (Recorded using 2 Build a Profile app)
- Work completed by pupils.
- Summative and formative assessments.
- Anecdotal evidence.
- Comments and evidence provided by parents/carers.

The cycle for assessment is as follows:

- Baseline assessment: Within 3 weeks of the child starting in the EYFS phase at Uplands Manor
- End of Autumn Term (December)
- End of Spring Term (Usually the end of March or beginning of April)
- Towards the end of Summer Term (in June) the Early Years Foundation Stage profile (EYFSP) is completed for Reception children and further assessments using Development Matters age descriptors are completed for nursery children.
- Practitioners assess a child's attainment against 17 Early Learning Goals (ELGs) and consider whether a child has reached Age Related Expectations (ARE). Judgements are recorded as a child has reached ARE (Expected), has exceeded ARE (Exceeding) or is still working towards ARE (Emerging).
- If a child is admitted to Reception in Summer 1 it is the school's responsibility to complete the EYFSP. However, if a child is admitted to school during Summer 2, the previous setting should complete the EYFSP.

- The EYFSP provides everyone with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- Children have differing levels of skills and abilities across the EYFSP, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.
- We follow the most up-to-date guidance published by the government in the form of the Assessment and Reporting Arrangements (ARA) for any given year.
- Where a child moves to a new school during the academic year, we provide interim assessments, using Development Matters age descriptors or the Early Learning Goals.
- Interim assessments are sent to the new school within 15 days of receiving a request.

Parents are given opportunities to meet with EYFS staff each term, to discuss assessments, progress and next steps. At the end of the summer term, EYFS staff provide a written summary for parents, reporting on the children’s characteristics of effective learning and attainment.

6. Working with parents

We recognise that parents and carers are a child’s first educators. Whilst the children are in the EYFS, our aim is for school and parents to work closely. This can have a positive impact on a child’s development but relies on a two- way flow of information and knowledge.

At Uplands Manor we promote positive links between home and school in the following ways.

Calendar of parental links in EYFS		
September	Nursery home visits Parent meetings with Reception staff Phonics workshops	
October	Maths workshop 2 Build a Profile parent workshops	From Aut 2 Reception weekly merit assemblies
November	Parents evening	
December	Nativity performances Nursery January intake home visits January intake Stay and Play	Reception weekly phonics drop in sessions Reception 50 Book Challenge
January		Half termly Nursery Stay and Play
February		
March	Parents evening	From Spring 1 Nursery 25 Book Challenge
April		
May		
June	Reception induction meetings Reception Stay and Plays	
July	Nursery Learning Journey sharing Reception Learning Journey sharing End of year reports Reception home visits <i>(Reception children new to UMPS)</i> Nursery Stay and play <i>(Children starting in September)</i>	

- During the year each Reception class will take part in a class assembly.
- Curriculum information for parents is available on the school website, this is updated each half term.
- At UMPS we operate an open door policy, which will allow parents and carers to discuss concerns and developments in an informal manner. Conversely if EYFS practitioners have concerns about the progress or behaviour of a child, they will approach parents and carers to discuss them.

6.1 The Induction Process

During the summer term and the first two weeks in September, the following events are carried out to aid smooth transitions from home to school and from nursery to reception:

- EYFS staff will, where possible, visit children new to Uplands Manor in their home environment. (see separate Home Visit Policy for further information)
- Time is allocated in the first week for parents and children leaving nursery to meet the Reception staff to discuss settling in arrangements.
- EYFS staff will contact pre-school settings for information about children starting at UMPS.
- In order to become familiar with the reception and nursery environments, children and parents are invited into school, for stay and play sessions, during the Summer term.
- Once children start in Reception they attend fulltime, unless their needs indicate otherwise, in such cases an individual transition programme will be put into place by the EYFS Leader in conjunction with parents.

7. Safeguarding and welfare procedures

The school takes its child protection responsibilities very seriously. Any concerns which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of our children is always of paramount importance. The full Safeguarding Policy is available in school for parties to read if they so wish.

7.1 Intimate care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children can do themselves. However, depending on a child's age and stage of development, there are some tasks which a child might find difficult to do on their own, egg dressing, wiping their bottom after using the toilet and changing underwear and clothes after having 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 provide the right support to an individual child. Privacy is maintained as far as possible and staff are always encouraged to change a child in the presence of another member of staff.

Before starting in either Nursery or Reception parents are required to inform staff of those children likely to require such care and a discussion will take place regarding how their needs can be met as closely in school as they would be at home. Parents should provide spare clothes, pull ups if required, wipes and nappy sacks for use in school. If a child has received intimate care over the course of the day, parents will be informed of this care at the end of the day. Intimate care is given to children who need it, in line with school policy.

7.2 Photographs and videos

At the beginning of the year parents/ carers are asked to give permission for their child to be photographed/videoed during their time in school. We use these images in the classroom, on displays, in the children's learning journeys and on the school's website. Children who are looked after will not have their photograph put on the school website or in information issued to parties other than themselves. EYFS staff record children's learning using 2 Build a Profile software, which is downloaded onto staff ipads, issued by the school. Recording learning on staffs' personal devices is not permitted.

7.3 Collections from School

We recognise that it is not always possible for those with parental responsibility to collect their child from school. In such circumstances, we have clear procedures for the collection of children in Nursery and Reception.

1. At the beginning of the academic year parents/carers provide the class teacher with a list of family and friends, who they give their permission to, to collect their child from school.
2. Parents also share a password with the parties named and the school.
3. At the end of the day children will only be released to people with parental responsibility and parties named by parents. Until staff are familiar with collectors, the password will be requested.
4. We ask that parents inform the school if a person, not known to the EYFS staff, will be collecting their child. This can be done in advance by telephone or by leaving a message with a member of the EYFS team in the morning. Again a password will be requested before a child is released.
5. If someone arrives to collect a child who is not known to the EYFS staff, the school will telephone someone with parental responsibility to check that it is acceptable to release their child.
6. In the rare event that a parent is not contactable, a member of the Senior Leadership Team will make the decision to release the child to the alternative person or not.

7.4 Health and Safety

We have a health and safety policy which all staff are familiar with. Each class in the EYFS has a designated member of staff who holds the Paediatric First Aid certificate and are responsible for first aid. Children are taught safe and appropriate use of equipment and materials and taught to be mindful of others when moving around the learning environment. We ensure that all reasonable steps are taken to ensure staff and children in our care are not exposed to unnecessary risks. We complete both an indoor and outdoor risk assessment which are reviewed regularly.

The following general Health and Safety safeguards are in place:

1. A supply of fresh, filtered drinking water is available on the premises at all times.
2. Children's dietary needs are acted upon.
3. A piece of fruit is provided for each child daily
4. A first aid kit and at least one trained first aider is accessible at all times.
5. Accidents and injuries are recorded in accordance with school procedures
6. A fire and emergency evacuation procedure and policy are in place.

Further details can be found in the whole school policies:

- Child Protection policy
- Health and Safety Policy

8. Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. Individual Educational Plans (IEPs) identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The SENCo is responsible for providing advice and additional information for staff and parents and for arranging external interventions and support where appropriate.

Culture, religion, home language, family background, learning difficulties, disabilities, and gender or ability 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.

9. Complaints procedure

In the event of a complaint the school's complaint procedure should be followed. This can be found on the school website. In the first instance parents/carers should address any concerns to the class teacher then the Year Leader or Foundation Stage Leader.

10. Monitoring

It is the responsibility of all staff working in EYFS to follow this policy. The Senior Leadership Team will carry out monitoring within the EYFS as part of the whole school monitoring system.

This policy will be reviewed and approved by EYFS Leader every two years.
At every review, the policy will be shared with the governing board

11. List of statutory policies and procedures for EYFS

This checklist lists the policies and procedures that we must have according to the statutory framework.

Statutory policy or procedure for EYFS	Where can it be found?
Safeguarding policy & procedures	Safeguarding and child Protection policy
Procedure for responding to illness	Health and Safety policy
Administering medicines policy	Supporting people with medical needs policy
Emergency evacuation procedures	See health and Safety Policy and Fire and Emergency plan
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding and Child Protection Policy
Use of mobile phones and tablets in EYFS	Safeguarding and Child Protection Policy

Additional relevant policies include;

- Anti-Bullying Policy
- Behaviour Policy
- SEND Policy
- Complaints Policy