

Westbridge Primary School

**Early Years Foundation Stage Policy**

**March 2018 - March 2019**

Westbridge Primary School

**Early Years Foundation Stage Policy**

**March 2018 - March 2019**

**Review Date:** March 2019

**Introduction**

“Every child deserves the best possible start in life and support to fulfil their 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.”

*Department for Children, Schools and Families 2012*

## **Principles**

The Early Years Foundation Stage (EYFS) is based upon four principles:

- **A unique child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement to develop a positive attitude to learning and the 4Ps.

- **Positive relationships**

We recognise that children learn to be strong and independent from secure relationships and develop caring, respectful and professional relationships with children and their families.

- **Enabling environments**

We recognise that the environment plays a key role in supporting and extending children’s development. Through observations, we assess the children’s interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

- **Learning and development**

The EYFS environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active and quieter areas for reflection. The environment is set up in learning areas where children are able to find and locate equipment and resources independently.

All children begin school with a wide variety of knowledge and experiences and it is the privilege of the adults working in the foundation stage to accept the task of building upon those prior experiences. This is done through a holistic approach, ensuring that parents and carers and the EYFS team work effectively together to support the learning and development of the children in their care.

## **Every Child Matters**

It is every child’s right to grow up safe, to be healthy, to enjoy and achieve, to make a positive contribution and to achieve economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

## Educational Offer

### At Westbridge 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.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions, ensuring that all children, (irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability) feel valued.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive.

## Learning and Development

Learning and development is categorised into three prime areas of learning:

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

Additionally, there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- **Creating and thinking critically**

## **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. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the foundation stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may adapt these in response to the needs of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and support staff as appropriate. Parents and carers are given the opportunity to meet with the EYFS team each term and, at the end of the school year, we provide a written summary in relation to the children's achievements against the early learning goals.

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- **Creating and thinking critically**

## **Learning Through Play**

At Westbridge, children learn through planned play activities and staff will decide when child-initiated or adult-led play activities will provide the most effective learning opportunities.

## **Typical Structure of the Day**

---

<b>Nursery Class</b>	
<b>Activity</b>	<b>Time</b>
Self-Registration	8:55am
Choosing Time	9.00am - 9.30am
Focus Activities	9.30am -10.45am
Phonics/Alphabet/Counting	10.45am -11.00am
Choosing Time	11.00am -11.45am
Lunch Time	11.45am - 12.45pm
Focus Activities	12.45pm - 1.45pm
Choosing Time	1.45pm – 2.45pm
Tidy-up Time	2.45pm - 3.00pm
Story Time	3.00pm - 3.15pm
Home Time	3.20pm

<b>Reception Class</b>	
<b>Activity</b>	<b>Time</b>
Registration	8:55am
Focus Activities	9.00am -10.00am
Choosing Time	10.00am - 11.00am
Phonics	11.00am -11.20am
Choosing Time	11.20am -11.50am
Tidy-up Time	11.50am – 12noon
Lunch Time	12noon – 1.00pm
Focus Activities	1.00pm - 2.00pm
Choosing Time	2.00pm – 2.45pm
Tidy-up Time	2.45pm - 3.00pm
Story Time	3.00pm - 3.15pm
Home Time	3.20pm

## **The Induction Process**

During the summer term (prior to a child starting school in the new academic year in September), the following visits are conducted:

- EYFS staff will visit pre-school settings from which the new September intake will be taken
- Where possible, staff will visit each child in their home environment
- Each child and their parents and carers will be invited to spend some time at Westbridge Primary School in order to familiarise themselves with both the staff and the EYFS environment

When children join the school in September, the following procedures will apply in order that they can gradually adjust to their new surroundings:

- During the first week, children will attend for the morning session only
- During the second week, children will attend for the morning session and lunch only
- During the third week and thereafter, children should attend for the full school day unless EYFS staff and parents do not believe that it is in the best interests of an individual child

## **Home and School Links**

We recognise that parents are their child's first educators and we aim to work in close partnership with parents, as this promotes a positive impact on a child's development.

We will develop this working relationship between the school and parents/carers as follows:

- We will outline the school's expectations in a learning contract and an informal parent meeting during the autumn term
- We will hold a parent consultation during the autumn term to establish how a child is settling in to the school environment
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term
- We will operate an open door policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them. However, depending on the nature of the concern, we may direct the parent through standard school procedures.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to practise them at home. As part of the early years framework, we require parental contributions to build up the picture of the whole child and their progress. This could be in the form of a home project or observation.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning by assisting with reading, etc.
- At the end of term, we will invite parents and carers to visit the school informally in order to fully appreciate the work that has been produced in that term.

## **Intimate Care**

Intimate care tasks cover any tasks that involve the dressing and undressing, washing (including intimate parts), helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

When intimate care is given, the member of staff explains fully each task that is carried out and the reason for it. Staff encourage children to do as much for themselves as they can and lots of praise and encouragement will be given to the child when they do so.

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. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and carers will be asked to provide that permission when their child joins our nursery class.

Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely by double bagging. When dealing with body fluids, staff wear protective clothing (disposal plastic gloves and aprons) and wash themselves thoroughly afterward. Soiled children's clothing will be bagged to go home – staff will not rinse it.

All staff maintain high standards of personal hygiene and will take all practicable steps to prevent and control the spread of infection.

## **Inclusion and Equal Opportunities**

Children with special educational needs and disabilities 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. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SENDCO is responsible for 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 learning and ensure that within our ethos of Grace, Love and Fellowship, 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 discriminatory attitudes.

## **Monitoring and Evaluation**

The Headteacher, Assistant Headteacher/s and the EYFS leader are responsible for the monitoring and evaluation of early years provision and learning. This information is used to inform teaching and learning, staff continuing professional development and the school improvement plan.

## Appendix 1

### **Permission form for the Provision of Intimate Care**

If a child accidentally wets or soils themselves while they are in nursery or reception, it is important that measures are taken to ensure that they changed (and if necessary cleaned) as quickly as possible.

All staff working in our early years setting have an enhanced DBS check and are experienced in assisting with basic intimate care tasks to support your child in the event of an a soiling, or wetting incident.

Please complete the permission slip below stating your preference for whether you would like your child to be assisted with basic intimate care tasks in the event of a soiling, or wetting incident.

Yours sincerely,

The Early Years Team

Name of Child.....Class.....

#### **Please tick as appropriate**

- I give consent for my child to be assisted by EYFS staff with intimate care tasks if they accidentally wet/soil themselves while in the care of Westbridge Primary School.

**OR**

- I do not give consent for my child to be assisted by EYFS staff with intimate care tasks if they accidentally wet/soil themselves.

I understand that the school will contact me or my emergency contact and I will organise for my child to be cleaned and changed. I understand that in the event that I (or the emergency contact) cannot be contacted, the staff will act appropriately and may need to come into some level of physical contact in order to aid the child. This will be supervised by another member of staff.

Signature of Parent/Carer..... Date.....

