

SCAWSBY SALTERSGATE INFANT SCHOOL



Foundation Stage Policy

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Introduction

The Early Years is a critical stage of development for every child. During this time, children develop intellectually, socially, emotionally and physically. At Saltersgate Infant School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. The EYFS is about building on what the children already know as well as learning key skills such as speaking and listening, co-operation and working with others and personal and social skills. It is also about developing early communication, literacy and numeracy skills that will prepare children for Key Stage 1.

Legislation

This policy is based on requirements set out in the [2023 statutory framework for the Early Years Foundation Stage \(EYFS\)](#)

The structure of EYFS at Saltersgate

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. Saltersgate Infants, Early Years Foundation Stage accommodates children from the age of 3 to 5. At Saltersgate, Our Nursery we can accommodate up to 78 children- we offer 15 hour session (a morning or an afternoon) as well as 30 hours full time. We have 3 reception classes which can accommodate 30 children in each class. We have a range staff who work across the Foundation Stage this comprises of teachers, specialists early years practitioners and support staff.

Admissions

The usual time for admission to Nursery is the September following a child's third birthday. If there are places in the Nursery, those children who attain the age of three before 31st December, and who have been offered a place for the following school year, may be offered an early start in January. All children are entitled to 3 hours a day (15 hours a week) – this can be taken as either a five morning or five afternoon sessions. From September 2017 those children whose parents are eligible for the 30 hours a week funding there are places available within our nursery. The school welcomes children into Reception from other settings if a place is available. Children are invited to come in for a short visit with their parents prior to them starting Nursery.

Aims

At Saltersgate Infant School, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education. We provide inviting classroom environments indoors and outdoors, including Forest Schools, to stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the EYFS

As outlined in Development Matters in the Early Years Foundation Stage

'Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender'.

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

At Saltersgate Infant School we aim to:

- Provide a safe, challenging, stimulating environment both indoors and outdoors which is sensitive to the needs of the child, including those with additional needs.
- Provide a broad relevant and creative curriculum based on the children's interests, which will set firm foundations for future learning and development.
- Provide opportunities for children to learn through planned and purposeful play in all areas of learning and development in the EYFS both indoors and outdoors.
- Use and value what each child can do, assessing their needs and development to inform future planning and next steps in learning.
- Ensure each child makes rapid progress and reaches their full potential.
- Enable choice and decision-making, foster independence and self-confidence.
- Work in partnership with parents/carers and value their contributions.
- Ensure that all children feel valued, respected, and included and that classroom resources and activities reflect the language and culture of their homes.

Curriculum

The EYFS curriculum encompasses our school ethos - 'Our pupils are at the heart of all that Saltersgate has to offer. We aim to create a learning environment that encourages all pupils to do the best they can in both an indoor and outdoor environment. Pupils are eager to learn and staff have a high level of commitment to support pupil learning and their well being. Parents at our school are ambitious for their children to do well academically and to behave well. The Governors support the Leadership Team in its endeavours to improve all aspects of school life. We believe that the experiences we provide for our pupils will enrich their lives in many ways, not just whilst they are here but also for many years to come. Our curriculum and the ethos we have at Saltersgate will help our pupils to become well rounded, self disciplined citizens of the world, with much respect for others and a strong desire to continue learning throughout their lives.'

In our EYFS we want our children to be happy, active independent learners, to learn through play and exploration and be the best they can be. We are committed to nurturing a lifelong

love of learning alongside developing the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their education.

Our early years setting follows the curriculum as outlined in the 2023 EYFS statutory framework.

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

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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, staff reflect on the different ways that children learn and include these in their practice

We carefully plan our EYFS curriculum to meet the following aims:

- Foster a love of learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Ensure all children have access to high quality learning opportunities.
- Provide parents/carers with the opportunity to develop their child's learning at home.
- Develop knowledge and understanding of the community and wider world.

All seven areas of learning and development are important and interconnected. At Saltersgate Infant School children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

There are three characteristics of effective teaching and learning which teachers use to support planning and guiding children's activities.

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

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The class timetable includes focused group work for literacy and maths each day, a timetabled story time and opportunities to develop across the curriculum through continuous provision and adult led sessions. Learning opportunities are planned not only in the classroom, but also outdoors, through the use of the outdoor area and our Forest School area.

Inclusion

We value all our children as individuals at Saltersgate Infant School irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the Special Needs Policy for greater detail). The needs of children with English as an additional language will be met through planning and support alongside our 'English as a Second Language' (EAL) lead practitioner

Parents and carers as Partners

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

We do this by:

- Talking to parents/carers about their child before their child starts in our school.
- Offering to visit all children in their home/pre-school setting prior to their starting school.
- Offering the children the opportunity to spend time with their teacher before starting school.
- Inviting all parents/carers to an induction meeting during the term before their child starts school.
- Offering parents/carers regular opportunities to talk about their child's progress in our Nursery and Reception classes
- Giving parents the opportunity to see what their child is learning and also contribute to their child's assessment by offering information through social media forms such as Seesaw
- Encouraging parents/carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parents/carers twice a year at which the teacher and the parent/carer discuss the child's progress in private with the teacher. Parents/carers receive a report on their child's attainment and progress at the end of each school year and will be informed of their next steps in development just before the two consultation evenings, this allows for any discussions to take place during the meeting
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers: Open days, workshops, Sports Day etc.

We provide a happy and supportive environment, forging strong relationships between home and school. We work closely with parents and carers and value their contributions to their child's development and learning through a variety of ways including the online seesaw. Where parents/carers and practitioners work together, the results have a positive impact on the child's development.

Assessment

At Saltersgate infants ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

- Adults in the setting are constantly observing each individual child to build up a picture of their progress and assessment. This happens through a variety of ways and builds up a complete profile of the child.
- Discussions are held with all adults in EYFS about individual children's development and next steps through planning and pupil progress meetings (individual focus child discussions)
- Significant observations of children's' achievements are recorded through EAZMAGS and are shared with parents through seesaw

Transitions

At Saltersgate Infant School we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children starting in our Nursery have home visits prior to their child starting nursery this gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In addition to this all the children have a play session in the Nursery to meet the other staff and get familiar with their new surroundings. All children starting Reception have a transition week with their new class teacher and teaching assistant. Parents are invited to attend a welcome meeting to become familiarised with the school and school day by the Foundation Stage Team and the Head Teacher, here parents can ask questions and share information about their child. Those children coming from different settings to our Reception are visited, where possible, by the Foundation Stage teachers and these children are also offered a home visit. We have a staggered intake in our Nursery in order to ensure that children who need extra support are given time at each start date to settle in. All children starting in Nursery and Reception are given information in the form of a booklet to help with the transition. Children with SEND are also given a separate transition booklet and a personalised transition plan depending on their needs. In the summer term all our Reception children visit their new Year 1 teachers for a week. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well -rounded picture of the children prior to starting the new school year. Again children with SEND have a personalised transition plan linked to their needs to support their transition to Year 1.

Safeguarding and welfare procedures

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 protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Health and Safety and Safeguarding

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. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to Saltersgate Infants safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. We follow [statutory guidance](#) for safety around supervised tooth brushing and have introduced daily teeth brushing sessions with our most vulnerable children

The Saltersgate Infant School Child Protection and Safeguarding Policy applies to all pupils at Saltersgate , including its pupils in the Early Years Foundation Stage. More detailed information can be found in the Statutory Framework for Early Years 2023

The aims of this guidance, in summary, are:

- to provide all pupils with the best possible start in life, ensuring that every child makes excellent progress and no child is left behind;
- to provide a secure foundation through learning and development opportunities which are planned around the needs and interest of each child, and regularly reviewed and assessed;
- to strengthen a working partnership between practitioners and carers; and
- to provide equality of opportunity, and to ensure that every child is included, by maintaining a secure, safe and happy setting in which pupils can make the most of their abilities as they grow up.

One particular purpose of this appendix is to highlight the additional safeguarding requirements for the Early Years Foundation Stage.

SPECIFICS

In addition to the guidance and procedure set in the Saltersgate Infant School Child Protection and Safeguarding Policy the following also apply:

- The Designated safeguarding lead (DSL) is the designated member of staff to take lead responsibility in dealing with child protection issues for the Early Years Foundation Stage pupils, in conjunction with the Foundation Stage Leader, and in dealing with other agencies when necessary. Both undertake Child Protection and Inter Agency training in accordance with the whole-school Safeguarding Policy at least every two years; both are qualified to provide support, advice and guidance to any other staff on an on-going basis, and on any specific safeguarding issue as required.
- All staff who work in Early Years Foundation Stage receive copies of the Saltersgate Infant School Child Protection and Safeguarding Policy and the Early Years Foundation Stage Policy as part of their induction. All staff who work in Early Years Foundation Stage undergo an induction procedure which includes reference to the importance of child protection and outlines those with designated responsibility and procedural issues - there are child protection updates each term and there are regular child protection refresher INSET courses for all colleagues, with all relevant information and courses on shared area (CPOMS)
 - personality changes such as becoming insecure or clinging
- The school's policy with regard to mobile phones and cameras in the setting is that no images of Saltersgate Infant School children should be on personal devices (eg. cameras, mobile phones, etc.), nor should any similar devices be used to capture such images. Should the school have concerns about children's safety and welfare, it will, without delay, notify the local children's Social Care services and, in emergencies, the police.
- The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and notify Ofsted of any action taken in respect of the allegations. These notifications will be made as soon as reasonably practicable but at the latest within 14 days of the allegation being made. It is an offence for the school not to comply to this requirement without reasonable excuse.

Please refer to our school's policies: Safeguarding and Wellbeing and Behaviour for further information.

Appendix 1.

List of statutory policies and procedures for the EYFS Statutory policy or procedure for the EYFS

Safeguarding policy and procedures

Procedure for responding to illness

Administering medicines policy

Emergency evacuation procedure

Procedure for checking the identity of visitors

Procedures for a parent failing to collect a child and for missing children

Procedure for dealing with concerns and complaints