

Educating For 'Life In All Its Fullness'



Harewood C of E Primary School

Early Years Foundation Stage Policy

Date: Spring 2025

Review Date: Spring 2028

Headteacher: A. Ratcliffe

Chair of Governors: J. Jayne

School Ethos and Values

Educating For 'life In All Its Fullness'

(John 10:10)

As a school, we shape what we do, to allow children and adults to develop a strong sense of their Emotional, Spiritual and Cultural self through our Christian values:



We actively work towards our children being prepared for life as active citizens in the communities and world they live in.

Safeguarding

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Equal Opportunities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including racism and homophobia, and promote understanding, tolerance and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Our Mission and Ethos

At Harewood C of E Primary School we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- To provide a safe nurturing environment where every child can achieve his/her full potential.
- To inspire a lifelong love of learning.
- To value all faiths and cultures and to celebrate diversity.
- To develop a sense of respect and responsibility towards self, others and the world in which we live.
- To build strong relationships with the local community and the wider world.

And to do all this as a caring community based on strong Christian values.

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) is an important stage in its own right, it provides the foundations for all future learning and applies to children from birth to the end of the Reception year. It is a period of rapid growth and development, during which children discover a great deal about the world and themselves. Early experiences are critical in developing concepts, skills and attitudes, which can be positively influenced by adult relationships at home and school. Early education helps to nurture social, intellectual and physical well-being and thereby helps to equip children with the positive attitudes and habits of learning needed to embark on future education and life ahead.

The EYFS is based upon four overarching principles: A Unique Child; Positive Relationships; Enabling Environments; Learning and Developing.

These principles shape our practice at Harewood:

- 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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).
(Statutory framework for the early years foundation stage, March 2021)

At Harewood C of E, children join our Reception Class (Class One) in the year they turn five. Applications are made via the Leeds admissions process and Schools Admissions Policy for a place. In partnership with previous Early Years Professionals, parents and carers we enable the children to continue their journey to become active learners for life.

A Unique Child

We recognise that every child can become a competent 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.

Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Harewood C of E Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. 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 and the school's SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Local Offer. We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences 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 stereo typing.
- Planning challenging and appropriate activities for children.
- Monitoring children's progress and taking action to provide support as necessary.
- Close communication with parents and carers. Sharing information honestly, respecting their views in order to achieve the best outcomes for the children.

Welfare and Safety

The Governing Body and staff of Harewood C of E Primary School firmly believe that children learn best when they are healthy, safe and secure. When their individual needs are met and they have positive relationships with the adults caring for them.

We take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

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. We believe 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. (See Whole School Safeguarding Policy).

We understand that we are legally required to comply with certain welfare requirements as stated in the EYFS Revised Framework 2021. We understand that we are required to:

- Promote the welfare and safeguarding 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.
- Ensure that the premises, furniture, equipment and resources are 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 and efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Harewood we recognise that children learn to be strong and 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/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- Talking and listening to them about their child during visits before they start school.
- Children and their parents/carers having the opportunity to spend time with their teacher before starting school.
- Supporting children through a robust transition programme from their Nursery to our Reception class, including phone calls and a visit when necessary.
- Inviting all parents/carers to an induction meeting during the term before their child starts school and again during the first half term of the child's year in order to share baseline assessment and to discuss how together we can support their child's development across the EYFS curriculum.
- Encouraging parents to talk to the Reception teacher and TAs (who are 'key workers' for all the children in their care) if there are any concerns.
- Parent and Carer Consultation Meetings. There is one formal meeting for parents/carers in the Autumn Term and one again in the Spring Term. In the formal meetings the teacher and the parent discuss the child's progress in private. Parents receive a verbal report on their child's attainment and progress at the meetings and a written report at the end of the year.
- Allowing parents/carers access to their child's learning journey through the online package "Tapestry" and through individual reading records, homework books, class work books, including any paper based Maths and Literacy.
- Encouraging parents/carers and children to post a weekly Show and Tell contribution on Tapestry or bring something to school for Show and Tell once a week.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers. These include a class update, which is emailed home, notice board/blog/memories books. The notice board and memory books celebrate the weekly learning through photos, which have already been shared with the children and are intended to enable reflections and conversations about learning between parents/carers and their own child. Parents are also invited to celebration assemblies, Nativity and Easter performances, school visits, numerous PTA events and the annual Summer Fair.
- Providing opportunities for parents/carers to discuss any problems or concerns at any time via email or via pre-arranged face to face meetings.

Enabling Environments

At Harewood we aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up with some discrete areas of learning and planned continuous provision, along with more open ended resources for child-initiated use, to help stimulate creativity and independence.

Effective learning builds and extends upon prior learning and follows children's interests. The environment is adapted and co-constructed with the children to establish their ownership of it.

Effective planning is informed by observations of the children to ensure we follow their current interests and experiences without omitting any key events in the school calendar. Many of these observations are recorded on electronic devices and uploaded to the "Tapestry" online Learning Journal package. Observations are intended to be unobtrusive and may sometimes be in the form of a photograph or note which can be discussed and developed further at a later time.

Play based learning is paramount and children also direct their own learning, which can stem from carefully planned opportunities and provocations provided by staff or come entirely from the children. Staff will enhance play and extend as needed to further develop individual learning. Priority is given to moving the learning forward 'in the moment', when it is at its most effective, through open questioning, allowing children time and space to process new concepts and by sustained shared thinking.

Each area of learning and development is implemented through planned, purposeful play along with a mix of adult-led and child-initiated activities. Play is used as an essential part of 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. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. We 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 initiated and led by adults, to help children prepare for more formal learning in Year One. The children will also be encouraged to work more independently on learning activities, using supporting resources, such as phonics cards and number lines, as the year progresses.

Learning and Development

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals (ELG), 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)

The seven areas of learning and development are split into three “Prime Areas” and four “Specific Areas.” All areas of learning and development are inter-connected and equally important.

The Prime Areas are:

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

These prime areas begin to develop quickly in response to relationships and experiences. They run through and support learning in all other areas.

The Specific Areas are:

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

These specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

Through careful assessments and observations, including information provided by parents/carers, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, 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. This may also include a discussion with the SENDCo in order to access Special Educational Needs support.

We believe that depth in learning matters much more than moving from one band to the next or trying to cover everything. A child’s learning is secure if they show it consistently and in a range of different contexts.

At Harewood, experiences and activities planned will reflect the different ways that children learn. The class teacher and TAs will support children in developing and using the three Characteristics of Effective Learning. These characteristics outline the ways in which children engage with each other, adults and their environment and they underpin learning and development across all areas. They are important because they help children remain effective and motivated learners.

- **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.

(Statutory framework for the early years foundation stage, March 2021)

At Harewood we identify with the importance of the seven key features of effective practice, as detailed in the revised non-statutory Development Matters document, July 2021:

- The best for every child
- High-quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

Equal Opportunities

We believe that 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 five have a major impact on their future life chances. Each child is an individual and brings to the setting diverse experiences arising from a unique combination of family, religious and language backgrounds. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. We work to ensure that each child knows that he or she is valued and that each other's background is understood, respected and reflected throughout the foundation stage. From this basis every child can maintain and develop a confident and positive self-image, which is the foundation of a happy and successful life.

Health and Safety

At Harewood, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision as follows:

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required;
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- First Aid will be administered by trained staff only.
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- An Acceptable Use policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.

Transitions

Induction from Pre-school settings to the Reception Class (Class One)

Our children come from a wide variety of Nursery and pre-school settings and during the summer term, prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents and children are invited to look around the school and meet the staff.
- There will be a one to one meeting in the classroom (at the end of the school day) with the class teacher and each child along with their parents/carers.
- There will be a phone conversation between the Class teacher and the child's previous key worker. If required, a home or setting visit will be arranged so the class teacher can further assess and support the child's needs.
- Children requiring extra support will have additional visits.
- At least one further visit for all the children without their parents/carers will take place in the Summer Term. This enables them to meet one another and all the staff, as well as beginning to familiarize themselves with the school environment.
- Parents/carers are invited to a parent meeting in the summer term to ensure they know about school procedures and have met the staff and Chair of Governors.

- At the above meeting parents/carers are encouraged to sign up to a WhatsApp group for the whole cohort before the summer. This enables them to meet up over the holidays if they wish.
- Tapestry accounts will be set up for all the children before the summer so parents can fill in the 'All about me' information.

Transition from Reception Class (Class One) to Key Stage 1 (Class Two)

During the summer term prior to entry into Year 1, the following procedures have been put into place to ensure successful transition:

- The Year 1 teacher and support staff will visit and interact with the children in the Reception classroom.
- Children will make several visits to the Year 1 (Class Two) classroom, including participating in a typical Literacy and Numeracy lesson.
- The EYFS Profile (EYFSP) 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. Each child's level of development is assessed against the early learning goals. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.
- The profile indicates whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').
- Year 1 teachers are given a copy of the child's report along with the Profile information and during a planned transition meeting they are given a short commentary on children's skills and abilities. This includes their attitudes and abilities in relation to the Characteristics of Effective Learning.
- All relevant records held by the setting, discussions with parents and carers, and any other information contributed by other adults, which is judged to be appropriate and useful, will also be discussed with the Year 1 teacher.

At the start of Year 1, activities and experiences will be planned to encourage play based, independent learning with the 'Characteristics of Effective Learning' still underpinning practice.