Melcombe Primary School Early Years Foundation Stage Guidelines 2019-20

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Date for Review: July 2020

'Every child deserves the best possible start in life and the support that enables them to fulfill 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 the early Years Foundation Stage (DCSF 2017)

Statement of Intent

We value Early Childhood Care and Education as the foundation on which children build the rest of their lives. At Melcombe, we believe in the importance of providing secure early years foundations for future learning and development. We also value the Early Years Foundation Stage as preparation for life and we are passionate about providing our children with the best possible start in their learning journey. We recognise that children at Melcombe come from a wide and varied range of backgrounds and learning experiences, who all have the right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. It is therefore the task of all early years staff to work together with parents and families to provide learning opportunities which meet all children's needs and developmental abilities.

Aims

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Melcombe, children join our Nursery class the term after their third birthday. Full time offers only apply if parents qualify for the government 30 hours childcare scheme as a single working parent or where **both** parents are working and as long as parents have completed the 30 hour registration and returned the registration details to the school office. Also, parents have the opportunity to purchase another 15 hours if they DO NOT qualify for the 30 hours. Melcombe continues to offer the universal entitlement of 15 hours a week (part time place) to all Nursery aged pupils.
Children begin school in the Reception class, in the September of the year in which they turn 5.

The aims of the policy are:

To provide a clear framework of continuity for all staff and parents/carers, which enables the delivery of a cross-curricular approach throughout the EYFS.
To ensure consistency of practice reflecting the views and beliefs, specific to the ethos of Melcombe Primary School and Early Years Healthy Schools. To raise standards, and facilitate progression by delivering care and education, based on the following statutory government Early Years Foundation Stage key principles of:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

To hold safeguarding in adherence to the Melcombe Primary School policy throughout all aspects of this policy. This includes all elements of PREVENT and related concerns.
Individuality and diversity are respected and held paramount throughout all areas of learning and development.

Staff

Nursery

Melcombe Nursery currently caters for 50 children, generally made up of 30 full time places and 20 morning places with a government maintained ratio of 1:13. Staffing includes 1 fully qualified Early Years Teacher and 3 Early Years Practitioners qualified to NVQ 3 equivalency or above (1 full time Early Years Practitioner, 1 works 4 days a week and the third works part-time hours).

Reception

Melcombe provides 2 form entry. 60 Reception places are provided in September. Both classes are staffed by a qualified teacher. In addition there are 3 Early Years Practitioners (1 works full time, the other works part time am and 1 flexible part time). The full time EYP also works as the Forest School Leader.

Early Years Leader

The Early Years Leader's responsibilities are outlined in the management policy and include:

- Ensuring the EYFS policy is implemented and adhered to by all staff and consistently moderated and monitored, to evaluate the effectiveness of raising standards throughout the key stage.
- To support EYFS staff, in delivering the EYFS curriculum.
- To provide appropriate staff inset and new staff induction.
- To ensure rigorous assessment practices are maintained and record children's progress and achievement.
- To ensure children's smooth transition between Nursery and Reception then Reception to Year 1.
- To ensure displays reflect and support children's learning and development, consistent with whole school policies.
- To attend courses which maintain and update knowledge and understanding of current EYFS practice and developments.
- To coordinate and manage Nursery and Reception admissions.
- To coordinate home visits.
- To ensure consistency within the key stage and with the Children's Centre.
- To provide or signpost to EYFS parent/family workshops and partnerships.

All new staff receive induction based training in-line with the MPS policies including priority elements of safeguarding and PREVENT.

Section A: A Unique Child

At Melcombe, we passionately value all children as unique and special individuals. We recognise that the ability to learn and develop will vary for each child and we aim to provide an inclusive curriculum, which not only supports all children's learning styles, but also sustains opportunities for all children to develop their personal, social, emotional, spiritual, physical, creative and intellectual potential. Throughout our EYFS, we aim to extend all children's learning and development, by continuously evaluating and reflecting on our practice, so that we maintain realistic and challenging expectations, for all our children.

We endeavour to meet all children's needs by:

1. Providing a broad and balanced curriculum, which enables a strong foundation for future learning and development. (See enabling environments: curriculum)

2. Planning appropriate opportunities to build upon and extend children's knowledge, experience and interests, along with their self-esteem and confidence. This includes and involves:

- Trips and visits (See visit policy and risk assessments)
- Guests, open days, themed days and parent/family involvement (See planning)
- Equal measure of adult and child initiated activities (See weekly spread sheet)
- Differentiated group planning according to age and ability (See group time planning)

3. Using a varying range of learning and teaching strategies based on a brain-based VAK approach.
This includes and involves:
- Previews of learning available at the beginning of each term (See planning)
- Topic big pictures for whole class, blue and red groups (See learning and teaching policy)
- Wide range of supporting visuals used for tasks and focus groups
- Frequent use of brain gyms and brain breaks
- Supporting use of Mindfulness techniques, relaxation and holistic yoga

4. Providing a wide range of opportunities which both motivate and support children to create and initiate their own learning. This includes and involves:
- Continuous availability of structured and unstructured activities both indoors and outdoors

Nursery
Reception Access to all above areas are timetabled into the week with a balance of teacher and child initiated learning both inside and out. Some sessions are utilised as free choice where teachers have opportunities to observe children displaying their self-initiated learning.

5. Establishing a safe, supportive and caring environment, which is sensitive to all children. This includes:

- **Safety**

1. Regular risk assessments

2. Safekeeping of all medicines (See medical policy) including record sheets of all kept and administered medicines, parent/carer medical permission forms and locked medical cabinet
3. Changing of wet/dirty children including nappies (See appendix)
4. Collection of children policy stating no child is to be collected by anyone under 16 and no child may be collected by anyone unknown to staff unless specifically identified by parent/carer. Parents must give signed consent for these people or in an emergency speak to staff on the collector's mobile phone. To prevent a parent from collecting a child there must be a valid court order in place.

Back Room
Interlink
Front Room
Play dough/messy play Graphics Writing Reading/book corner/phonics Maths/fine motor Puzzles
Computers
Sensory area
Music Home Corner Role play Construction Small World Science Art Workshop Block play Water Sand
Outside: All above areas and gross motor play
identified by parent/carer. Parents must give signed consent for these people or in an emergency speak to staff on the collector's mobile phone. To prevent a parent from collecting a child there must be a valid court order in place
5. Regular fire drills in line with MPS policies
6. Nursery gates to be locked at all times
7. Regular safe guarding and PREVENT training for all staff

- **Support and Care**

1. Individual settling in procedures, depending on each child and parent/carer
2. Regular parent/carer contact during 15 minute flexi time at beginning of each day (Nursery), via email and parent open events
3. Promotion of key person relationships, with all children during settling period
4. Structured and consistent behaviour management
5. Weekly circle times
6. Consistent practice of self-help language e.g. 'Stop it I don't like it' and 'How long will you be?'
7. Using a range of formative and summative assessment procedures, including self- assessment, which ensures both achievement and attainment. (See assessment D1)
8. Enabling choice, decision making and fostering independence and respect in all areas.

This involves:
1. See inclusion policy
2. See planning section D1
3. See behaviour management section B2
4. Key person system (See brochure)
5. Settling in process, including home visits
6. Weekly circle times
7. Ensuring a smooth transition, between Nursery and Reception, through planned and repetitious experiences (See transition B1)

9. Working in partnership with parents and families.
This involves:
- Home visits and enrolments
- Open days
- Key person system
- Home school learning
- Home wow moments
- Home photo challenges
- Family workshops and open days/evenings
- Family participation events

10. Continuous modeling and portrayal of positive behavioural expectation and standards in line with the ethos of the school (See behaviour management).
11. Maintaining high levels of British Morals and Values throughout all aspects of the learning, teaching and environment, including celebrations, behavioural expectations, interpersonal respect, understanding our community and tolerance of others.
12. Ensuring diversity and difference is celebrated and all learning opportunities are inclusive. This involves:
1. See inclusion policy.
2. Nursery referrals to NHS services including speech and language, child development service and Children's Centre are at the discretion of the teacher, who must first have observed the children, informed the Senco and sought permission from the parent/carer. In Reception, these referrals must be authorised by the Senco.

Section B: A Unique Child – Health, Welfare and Safety

1. Transition
In the half term, before Nursery children enter their Reception class, activities take place to support their transition within the key stage. These include:

- New toilet, hand washing and lunch time routines
- Access to the key stage 1 playground
- Classroom visits
- Library visits
- Parent/carer open days
- Nursery/Reception handover including verbal meetings, learning journey handovers, background information, profile and summative assessment sharing
- Display sharing

Transition to Year 1 includes

- Visits to new classrooms and teachers
- Display sharing
- Reception/Year 1 handover including verbal meetings, learning journey handovers, background information, profile and summative assessment sharing
- Target setting

2. Behaviour Management

Melcombe EYFS follows the whole school behaviour management policy and 'Rights respecting' values education with key elements as below:

- Continuously praise the positive.
- Visually displayed classroom rules and values generated by the children.
- 1 warning system with choice e.g. 'You can either continue to... and sit on the thinking/time out chair or you can...' Breach of the warning means instant time out at the thinking chair/time out area for generally around 5 minutes. Persistent offenders will then be subject to out of class time out based on the whole school approach.
- If children refuse to sit in time out, staff will count down from 10 with the child before letting them continue their play.
- Tantrums or other developmental attention seeking behaviours will be ignored after a warning unless the child is putting themselves or others at risk. If other children are at risk the member of staff will call for assistance to remove the children while she/he stays near the distressed child.
- Physically aggressive, verbally abusive and racist behaviours or comments will not be tolerated. Staff will call for assistance from senior management or other staff and fill out an incident form.
- Children role-playing or constructing weapons will be quietly told 'If that's a weapon I see, can you change it into something else.' If this play continues they will be asked to work elsewhere and only return when they can play without weapons.
- The child's key person will always inform parents/carer of any unacceptable behaviour on the day of the occurrence.
- Records are to be kept including date and time of any child's timeout in another classroom or sanctioned behaviour.

3. Welfare

'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.'
(EYFS 2017)

Safety and welfare is a priority at Melcombe. We aim to protect the physical and psychological well being of all our children (see whole school policy) and have established boundaries, rules and limits to help support this. Although we believe children should be able to take risks, we also recognise the need to teach children how to stay safe, avoid hazards and how to work cooperatively within the established routines. At Melcombe we adhere to the legal welfare requirements, as stated in the Statutory Framework for EYFS (2017) and have established procedures to meet the following:

Promoting the welfare of all children:

- All staff are trained in child protection with yearly updates.
- All staff are trained in PREVENT duties with yearly updates.
- CP issues are written down word for word and reported on the day of the incident to the safeguarding lead with copies kept in the child's file.
- Child protection guidance can be sought from either the school or Children's Centre Safeguarding Leads.
- Reviews for children on the child protection register will be written, when requested, by the class teacher with input from the key person.

4. Promote Good Health

- All staff in the Nursery and nominated Reception staff are all Pediatric First Aid trained.
- All staff endeavour to prevent the spread of infection and take appropriate action when children are unwell. Guidance from the whole school policy and infectious disease poster to be used at all times.

5. Manage Behaviour

- All staff deal effectively with behaviours in a manner appropriate to the child's developmental stage and individual needs. (see Behaviour management policy)
- All adults who look after the children or who have unsupervised access to the children are DBS checked and regular updates maintained.
- All staff and visitors (Excluding parents, carers dropping off and collecting children) much ensure they have signed in at the main office and wear their identification tags.
- Regular risk assessments and daily checks ensure that the premises, furniture and equipment is safe and suitable for its use.
- Records, policies and procedures required for safe, efficient

management of the setting to effectively meet all needs are regularly updated and understood by all staff.

6. Changing Wet or Dirty Children

Respect for the child is paramount. Utmost consideration must be taken at all times to ensure that where the child is changed and the language used does not cause further embarrassment to the child.

- Staff must never touch a child or look into their underwear to see if they are wet or dirty. If it is suspected that they have had an accident then the child is to be asked first. Where the child has no language or cannot tell you then staff are to follow the procedure below.
- Prior to changing a child, the person responsible must notify another member of staff.
- Gloves must be worn if the child has had a toileting accident.
- If a full change is required, it is expected that another member of the team should remain in the vicinity of the changing to ensure both staff and child safeguarding.
- Children are to be changed in the nursery cloakroom. Where a child is in nappies staff must use then disinfect the changing table.
- Children must always be encouraged to try and remove their own clothing first. If they require assistance, do help them to loosen their clothing at the sides and support the child to remove these items once loose.
- If the child is very wet or soiled they are to be encouraged to try and clean or wipe themselves. Assistance maybe given as long as there is more than one member of staff present.
- Assistance must be given in all instances where the child is in nappies or has a special need/developmental challenges.
- When dressing a child, hold open their underwear, skirts and/or trousers, encouraging them to step into the clothing and pull it up by themselves. If they have difficulty, help by pulling the clothes up at the sides.
- In the event that a child has diarrhoea or is covered in defecation their parent/carer will be called. Efforts are to be made to ensure the child is cleaned as well as possible and kept comfortable until the parent/carer arrives.
- All instances of changing a child must be recorded in the changing book and a changing slip completed by the member of staff.

Section C: Positive Relationships

Throughout Melcombe EYFS, we work to establish respectful, caring and professional relationships, with our parents, families and children. We acknowledge the importance of developing secure trusting bonds,

which ultimately lead to more effective learning and development.

1. **Parents as Partners**

We recognise the fundamental necessity of working together, with parents and families in order to develop our children's potential success. We value our partnerships with our parents and families and respect their role as the child's first and foremost educator.
To do so, we celebrate family contribution in the following ways:

- Working together with our Children's Centre to support transition to Nursery
- Promoting Children's Centre outreach support for all children under 5
- Enrolling new children through the practice of home visits (Nursery), which includes parents' assessment contribution to the child's baseline
- Delivering a strong and committed key person approach where parents are encourage to contribute to children's Learning journeys
- Individualised settling procedures for each child
- Provision of flexible times to chat informally to families
    - Offering parent/family workshops
    - Encouraging parents to be part of Nursery and Reception sessions to share their skills and knowledge
    - Family participation in Forest School programme
    - Open day inductions and visits
    - Involvement in visits, outings and special evenings
    - Open day/parents evening report feed back
    - Providing written and visual material to inform parents and families about our EYFS and ways to support their child's learning and development at home
    - Collaboration with parents to develop individual education plans for children with different needs

Section D: Enabling Environment

We aim to provide an inclusive learning environment, which scaffolds all development in rich and varied ways. We also seek to promote children's confidence, to explore and learn, through challenging and secure indoor and outdoor spaces (DCSF 2007). Throughout our setting, it is our goal to provide a warm and welcoming space, for both adults and children. We work collaboratively, with our children, to devise learning spaces, which are enticing and attractive, promote child-centered play based learning opportunities and allow for an

appropriate balance of teacher-initiated support.

1. **Observations, Assessment and Planning**

The heart of our planning is based on observation. We believe that to provide an effective and appropriate environment, we need to establish routines and practice that match the needs of our children. Consequently, our methods are continuously monitored, moderated and updated to provide reflective development, throughout our EYFS provision. Observation, assessment and planning takes place in a variety of forms as outlined below:

- Initial assessments (Baselines) based on observation, parent information, previous EYs experiences and EYFS development areas
- Learning Journeys including regular observations, photographs, work samples and opportunities for parents to contribute
- Thematic medium term planning
- Weekly rolling focus task planning and evaluation
- Daily planning and evaluation (based on children's interests and choice) throughout all areas of the Nursery and Reception learning environment
- Group time planning and evaluation
- Curriculum area lesson planning and evaluation
- Self assessment, using adult and child initiated success criteria
- End of year reports, combined with parent events

Summative assessments against the EYFS goals and Development matters

2. The Curriculum

Throughout the Foundation stage, the curriculum is delivered through thematic planning for each half term. This rotates biannually in Reception and in Nursery.

- Medium term plans (See file) provide the focused overview, which feeds into weekly and daily planning
- Weekly planning includes focused activities, which run throughout the planned day and differentiated group time planning for the 40 minute focus group times, held daily at 10.50 in Nursery. These groups of children are separated according to age and ability. The brain-based model of learning and teaching is used by the teacher working with the more able group and the 3 EYPs lead groups based around practice delivery of speech and language development.
- Daily planning consists of indoor and outdoor spreadsheet of areas, detailing development area, activity and evaluation. Children are encouraged to contribute to this and observations continuously feed into the planning.

Nursery staffing operates on a 4-day rotation system, which includes 2 members of staff working on focused activities each day. One member

of staff works as float and is responsible for general housekeeping and the other 2 members of staff take on the role of child interest, scaffolding play and completing observations.
In Reception, planning from the medium term plans informs weekly literacy and numeracy planning for morning sessions, which are delivered using the brain-based model. Afternoon sessions give opportunities for shared reading and curriculum delivery outside, with the reinforcement of key skills in a holistic play manner. Children also gain experience of PE focused activities where they are also working on their self-help skills.
Both Nursery and Reception teachers follow the DFS Letters and sounds phonics programme with Nursery pre-empting this with singing phonics. By the end of Reception this flows into Read, write inc and Melcombe specific literacy programmes. In Reception mathematics is delivered in line with the Maths hub programme and children access the Mathletics scheme from home.

3. Assessment

Initial assessments (baselines) of each child are made when they enter the Nursery. This involves the teachers obtaining information about each child from parents during home visits, making observations, within the Nursery and highlighting the child's general ability, in line with the EYFS development matters.
Children entering Reception from other Nurseries will be observed and undergo initial assessments based on information from their previous EY experience, parent contributions and of their phonics and numeracy skills.
Formative assessments are continuously made in weekly and daily evaluations, and used to inform planning. Each child has an EYFS learning journey, consisting of observations, work samples, contributions from parents/families and photographs showing how they are working towards the EYFS goals. At the end of Nursery, teachers will assess each child, against the EYFS Development Matters. Learning journeys continue into Reception in the same format. At the end of Reception the teachers will assess against the EYFSP according to each child's abilities and achievements. Targets will then be set for year 1 in partnership with year 1 teachers and the assessment coordinator.
EYFS Learning Journeys are moderated termly by the EYFS Leader and teaching staff. Self- assessment is used throughout the plenary of focus activities and group times. A range of approaches are used with children being encouraged to discuss their learning and own their achievements/or how they could make their learning better. Reception children also evaluate their termly learning with mapping tasks.

4. The Learning Environment

Throughout our learning environment, our play is our work. We do not distinguish between the two and make every effort to scaffold development, through language, resources, problem solving and modeling. A Melcombe we maintain the school ethos, by promoting VAK experiences within our environment and throughout our Forest School delivery. We believe children require choice and active exploration, in order to become curious and inquisitive learners. We provide indoor and outdoor learning opportunities in all curriculum areas and promote free-flow access within the Nursery. Our setting is devised to ensure children have opportunities for quiet, calm and active play, with appropriately planned structured and unstructured activities.
Forest School and Cooking activities keenly focus on our Pupil premium children, but also engage all children with opportunities.

Section E: Learning and Development

We uphold the principle that the EYFS curriculum is interconnected and interwoven throughout all learning areas. Importance is placed on promoting the prime areas of the EYFS in order to establish a strong base for growth, learning and development. Prime: Personal, social and emotional development, Communication and Language, Physical Development. Specific: Literacy, Maths, Understanding the World and Expressive Arts and Design.
Our whole school learning and teaching policy reflects the philosophies of the brain based approach to learning and respects the belief that children all learn in different ways. Throughout our EYFS we follow our whole school approach whilst maintaining emphasis on the key curriculum learning styles of Playing and Exploring, Active Learning and Creative and Critical thinking.
We also propose that children's learning and development is also supported by the following attributes within our EYFS:

- Highly motivated and reflective practitioners, who develop their own practice through ongoing observations and training
- Commitment to developing children's language, communication and listening skills, through a range of techniques
- Dedication to providing inclusive British valued education, promoting positive attitudes and equal opportunities for all
- Belief in our whole school basics model, to encourage self-esteem and thus successful learners

Belonging Aspiration Safety Identity Challenge Success
It is the responsibility of the Early Years Foundation Stage Staff to follow the principles outlined in the EYFS policy. These guidelines will be

reviewed annually.

References:

Crown (DCSF) Early Years Foundation Stage Statutory Framework and Guidance 2014 and 2017 Crown (DFE) Development Matters in the Early Years Foundation Stage 2017