



# **Perry Hall Academy Trust** **Early Years Foundation Stage Policy 2017**

## **Introduction**

The Early Years Foundation Stage applies to children from birth to the end of the Reception year.

At Perry Hall Primary School and Berrybrook Primary School, children join us on a part-time basis in our Terrific for Two's provision age two and our Nursery provision at age three.

At Dunstall Hill Primary, Birds Bush Primary and Woodthorne Primary children commence Nursery on a part-time basis at age three.

Our children at Perry Hall Academy Trust join the Reception class in the year that they turn five years old.

In partnership with parents and carers we enable the children to begin the process of providing the foundations they need to make the most of their abilities and talents as they grow up.

## **Aim**

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.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

**(Statutory Framework for the Early Years Foundation Stage April 2017)**

## **Overarching principles**

Four guiding principles shapes our practice at Perry Hall Academy Trust.

These are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **children develop and learn in different ways** (see “the characteristics of effective teaching and learning” at paragraph 1.9) **and 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.

**(The Statutory Framework for the Early Years Foundation Stage April 2017 P 6).**

## **The 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, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others. We use positive praise and encouragement, as well as celebration assemblies to encourage children to develop a positive attitude to learning.

### **Inclusion/Special Educational Needs (SEN)**

All children and their families are valued in our schools.

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 individuals 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.

Along with parents and carers, relationships are developed with other professionals and outside agencies to further support identified children within our settings.

With support and partnership working together, we aim to narrow the attainment gap and improve outcomes for the children.

### **We meet the needs of all our children through:**

- observing our children’s learning on a daily basis indoors and outdoors.
- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- the use of a wide range of teaching strategies based on children’s learning needs (see the Characteristics of Effective Teaching and Learning Early Years Foundation Stage Curriculum 2012)
- 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 stereotyping.
- monitoring children's progress and taking action to provide support as necessary.
- taking into account each child's starting point, using our learning wall/planning cycle to identify next steps for individuals.
- screening children's levels of well-being and involvement using the Leuven scales where necessary.

### **The Safeguarding and Welfare Requirements**

At our schools we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. [See safeguarding Policy 2017](#)

It is important to us that all children in our school are 'safe'.

We aim to provide a high quality setting which is welcoming safe and stimulating where children are able to enjoy learning and grow in confidence.

'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'.

### **(Statutory Framework April 2017 Section 3. 3.1 page 16)**

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 and equipment 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 efficient management of the setting and to meet the needs of the children.

## **Positive Relationships**

The Perry Hall Academy Trust recognises 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 are a child's first and can be their most enduring educators. We value the contribution they make and recognise the role that parents play and their future role in educating their children. At Perry Hall Academy Trust we work hard to encourage parents and carers to contribute and play an active role in their child's learning and development.

## **Organisation of Induction and Transition**

- Transition meetings are held for parents/carers in June, July and September to share information of our School vision and aims, the Early Years Foundation Stage Curriculum, school routines e.g. times of start and end of day and break times, school uniform requirements etc.
- We invite children and parents to 'Stay and Play sessions in Two's provision, Nursery and Reception to support their transition.
- We organise home visits for September prior to the children commencing all Early Years provision.
- We ask parents to sign permission slips for visits out of school, photographs of their child for assessment purposes, using the internet and medical and dietary information.
- We have an 'open door' policy and encourage parents to talk to their child's teacher if there are concerns or questions.
- We invite parents to attend informal meetings providing information about other areas of the curriculum, e.g. early reading, maths and phonics.

- We invite parents to join our Parent's forum meetings to share their ideas and views.
- We have formal meetings for parents three times a year at which the teacher and the parent discuss the child's progress.
- We provide regular/on-going feedback to parents, either verbally or written via homework/reading diaries.
- Parents receive a report on their child's attainment, progress and characteristics of effective learning at the end of each school year.
- We organise a range of activities throughout the year that encourage collaboration between child, school and parents / carers half termly play and stay sessions, topic related activities, class assemblies, sports day etc.
- Ask parents/carers to make contributions to learning journeys through use of our 'Proud Clouds' or 'Wow' moments

## **Key Person**

All staff involved with the Early Years Foundation Stage aim to develop good relationships with all children, interacting positively and taking time to listen.

In our Two's provision each member of staff is a Key Person for individual children. At our schools, the Early Years Foundation Stage staff act as 'Family group leaders' All our children are in a 'Family group'

During family group times children will have the opportunity to; speak and listen, review and reflect and continue to build positive relationships and develop their PSED skills. Class teachers will ultimately act as every child's key person.

## **Enabling Environments**

### **Aims**

We aim to create a stimulating learning environment where children feel confident and secure and challenged.

The children have daily access to an indoor and outdoor environment which is set up in learning spaces of continuous provision for all seven areas of learning.

Effective learning builds and extends upon prior learning and follows children's interests.

Effective planning is informed by observations of the children to ensure that their current interests and experiences, ages and stages and abilities are met.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff.

Practitioners will enhance play and extend as needed to further develop individual learning.

The long, medium and short term planning is displayed on Learning Walls within each of the Early Years classrooms.

The Learning Walls are used on a daily basis to 'add' observations of children's learning and 'next steps' in planning.

This informs the planning of the learning environment indoors and outdoors which is differentiated to meet the differing abilities of the children.

## Learning and Development

All staff working with the children plan as a team using the Development Matters Early Years Foundation Stage Curriculum.

Teachers and Early Years Support staff provide the curriculum for all of our Early Years children from two to five years' old.

Practitioners working with our youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the four specific areas.

The three **Prime areas** reflect the key skills and capacities all our children need to develop and learn effectively and become ready for school.

The balance moves towards a more equal focus on all seven areas of learning as the children grow in confidence and ability within the three prime areas

Each area of learning and development is implemented through planned purposeful play and through a mix of adult led and child initiated activities.

There is an ongoing judgement made by practitioners about the balance between activities led by the children and activities led or guided by the adults.

The Early Years team respond to the children's needs and interests guiding and developing them through warm positive interactions.

As the children grow older and their development allows, the balance moves towards more activities led by the adults to help the children prepare for more formal learning, ready for Year 1.

There are seven areas of learning and development that shape the educational programme at Perry Hall Academy Trust. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three Prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and emotional Development

We must also support children in four specific areas, through which the three prime areas are strengthened and applied. The Specific areas are:

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

Educational programmes must involve activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity<sup>6</sup>, and to make healthy choices in relation to food
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure



- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **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

## The Early Learning Goals

The level of progress children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the **Early Learning Goals** in all seven areas of learning

### Assessment

Our assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and plan activities and support.

Ongoing assessment is an integral part of our learning and development process.

Our practitioners observe the children to understand their level of achievement, interests and learning styles and then shape the learning experiences for each child reflecting the observations carried out.

When interacting with the children practitioners respond to their own daily observations about the children's progress and observations that the parents and carers share.

Children's 'Learning Journeys' include observations, photographs and 'next steps' in learning and are shared with parents and carers to inform parents of the children's achievements and progress during their time in the Early Years

The Early Years staff in the Two's Provision and Nursery Class record the children's Starting Points observations within the first two weeks of attendance. The assessments of the children are based on the observations carried out by all staff and are linked to the Early Years Foundation Stage Curriculum Development Matters ages and stages.

Staff discuss their observations of all the children and record an 'on entry' judgement to the Capturing the Journey Profile.

The date and chronological age of the child is recorded underneath the statement.

### **Assessment at the start of Reception**

The assessment of the children commencing full time education in Reception is called the Baseline. These judgements also are made using the Development Matters statements and are recorded on the Capturing the Journey Profile. Staff meet with their Nursery colleagues to discuss each individual child and carry out in-house moderation of the Learning Journeys to agree the judgements made of the children's starting points.

### **Assessment at the end of Reception**

In the final term of the year when our children reach the age of five staff complete an Early Years Profile for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of each 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. Practitioners indicate whether the children are meeting the expected levels of development, or if they are exceeding expected levels or if they have not yet reached the expected level and are working within the development bands.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

Statutory Framework for the Early Years April 2017

## **Two-Year-Old Integrated Assessment**

The Royal Wolverhampton Trust and Wolverhampton City Council are committed to improving the services provided for families and children in Wolverhampton. Since September 2015 they have been piloting the integration of the Two Year Screening Assessment along with the development assessment completed by our Two-Year-Old Provision at Berrybrook Primary, Perry Hall Primary and all schools that provide care and education for Terrific for Two's children in the city.

Age two is a period of rapid growth, learning and development, and is a crucial time when a child's need for additional support becomes clear.

By bringing together the existing health reviews and the early education review; more commonly known as the **Two Year Progress Check** specific needs will be identified early and intervention provided for those children who need support, at an age where intervention can be more effective.

The Two-Year-old provision must firstly gain written consent from parent/carer to share information with the integrated lead Debbie Arrowsmith and the Health Visiting Service.

The provision notifies Debbie Arrowsmith of the Terrific for Two's children on a data form to be notified if there are any changes i.e. change of address.

The first part of the integrated assessment is completed by the family's Health Visitor using the Ages and Stages questionnaires (ASQ-3 and ASQ:SE) looking at the child's communication, gross motor, fine motor, problem solving and personal-social skills.

These reviews are evidence based and carried out by a Health Visitor in consultation with parents/carers. These reviews should be completed by the time the child is 28 months of age.

The second; is the early education review which is called the **Two Year Progress Check**. This is carried out within six weeks of the child starting the provision and is completed by the child's Key Person.

The Starting points observations which the key person carries out within the first six weeks is used to inform the **Two Year Progress Check** This check became mandatory in 2012 and focuses on aspects of development found within the three Prime areas of learning;

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

This information is shared with parents.

When the child is 30 months old each provision must carry out and complete **the Early Years Single Assessment** through observation and assessment and information from the child's Learning Journey and Capturing the Journey Profile and in consultation with the child and parents/carers.

Staff record the children's' achievements in the three Prime areas stating which age band the child is secure in.

A copy of the Early Years Single Assessment must be handed to the parents / carers, the lead for the integrated check, Debbie Arrowsmith and a copy shared at the point of transition e.g. to Nursery in school.

**Equal Opportunities – refer to Academy policy**

**Health and Safety - refer to Academy policy**

## Transition

During the term prior to a child's entry into the Early Years provision at Perry Hall Academy Trust the following procedures have been put into place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and to express any concerns they may have about their child starting school. Individual meetings with the class teacher can be arranged if appropriate at this time.
- The children are invited to a number of visits throughout the summer term to their Early Years classes. During the final half of the summer term the 'new' children are invited into school for a morning with parents.

## Terrific for Two's Provision

- Parents and practitioners can make a referral for a place for their child to receive a Terrific for Two's place. The referral is made to 'Early Help' online.
- Parents receive a response and if approved are issued with a childcare voucher number.
- Parents take the voucher number to a childcare provider of their choice and following approval places are offered for September dependent upon places available

If the parent does not receive a voucher code the provision approves the place themselves ensuring that the parents meet the following criteria are:

- in receipt of income support
- in receipt of income-related Employment and Support Allowance
- in receipt of income-based Jobseekers Allowance
- receive support through part 6 of the Immigration and Asylum Act (NASS)
- receive the guaranteed element of state State Pension Credit

If parents are working and:

- receive Child Tax credit (but not Working Tax Credit) and have an annual income of less than £16,190
- receive Working Tax Credits and have an annual income less than £16,190
- receive Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- is Looked after two-year-old child (or child that has been in Local Authority care for one day or more)

- is an adopted two-year-old (from Local Authority Care)
- receive Disability Living Allowance
- care for a two-year-old child that has left the care of the Local Authority through a Special Guardianship or Child Arrangement Order or an Adoption Order
- care for a two-year-old child with a Statement of Special Needs or an Education, Health and Care Plan
- At Perry Hall Academy Trust if the child is accepted home visits are organised and admission forms completed prior to their start for admission.
- The child's start date is provided and the child begins with an organised induction period.

## **Nursery**

- New Nursery intake can visit the Nursery class with parents on allocated days and times in the final half of the term.
- Nursery staff discuss whether children have attended a previous setting and record the name of the setting.
- Nursery staff contact feeder providers to visit children in the setting and discuss children's achievements and receive records of children's progress to support children's starting points at Perry Hall Academy Trust.

## **Nursery to Reception**

- The Nursery class children access the Reception learning environment indoors and outdoors to integrate with Reception class children and participate in continuous provision (integration days)
- Nursery staff talk to the children during summer term two to discuss transition with them.
- Reception class teachers spend time with children during the morning and afternoon sessions in the Nursery environment
- Nursery staff are not present during this time.
- At the end of the summer term the children are collected from the Nursery by their 'new' Reception teacher and classroom assistant and taken to their new Reception classes to listen to a story.

## Reception Class to Key Stage 1

- Reception children have circle time and story time sessions with their new Year 1 teachers accompanied by Reception Classroom Assistants
- Reception and Year 1 teachers meet to discuss children's Early Years Profile assessments and the Learning Journeys to enable Year 1 staff to plan a suitable curriculum and learning environment in the Autumn term.
- All children in each Early Years class create a piece of art work to take to their 'new' class for the start of the next academic term as part of the transition process.