



Love ~ Respect ~ Shine

EYFS Policy

Version	Author	Policy approved by	Approval date	Review date	Changes made?
1	P.Glynn	CCIS Gov Body	1.9.19	1.9.20	Updates to safeguarding
2	P.Glynn	CCIS Gov Body	1.9.20	1.9.20	Updates tp welfare
3	P.Glynn	CCIS Gov Body	1.9.21	1.9.22	Updates tp EYFS Curriculum

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in it’s own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

**“Statutory Framework for the Early Years Foundation Stage”,
Department for Education, 2012**

The EYFS is from birth to 5 years of age. The final year of the EYFS is referred to as the Reception Year.

At Cheadle Catholic Infant School, we are committed to providing a high quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

Early childhood is the foundation on which children build the rest of their lives. At Cheadle Catholic Infant School we greatly value the important role that the EYFS plays in laying secure foundations for future learning and development as preparation for life.

All children begin at Cheadle Catholic Infant School with a variety of experiences and have already learnt a great deal. It is essential in Nursery and Reception that we build upon that prior learning and experience. This is done through ensuring that parents/carers, support staff and teachers work together effectively to support children's learning and development. This is achieved by the sharing of information with pre-schools and parents/ carers and ensuring that each child's learning is a continuous journey.

Responsibilities

The Governing Body has overall responsibility for the implementation of the Early Years Policy of Cheadle Catholic Infant School.

The Governing Body has overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender or disability.

The Headteacher will be responsible for the day-to-day implementation and management of the Early Years Policy of Cheadle Catholic Infant School.

Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

It is every child's right to grow up:

- Safe
- Healthy
- Happy
- Achieving
- Positive

Through implementation of the EYFS we aim to help young children achieve these five 'Every Child Matters' outcomes.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:-

A Unique Child

At Cheadle Catholic Infant School 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 praise and encouragement, as well as celebration /sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. We also educate children about 'Growth Mindset' and encourage them to grow their brains!

Positive Relationships

At Cheadle Catholic Infant School 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.

Enabling Environments

At Cheadle Catholic Infant School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children

and assessing their development and learning before planning challenging but achievable activities and experiences to extend the children's learning.

The Learning Environment.

"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces."

(EYFS 2007)

Learning and Development

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the end of the Foundation Stage.

Cheadle Catholic Infant School is organised in a way that encourages children to explore and learn safely.

There are areas for activities and play and others for quiet time and rest.

The setting is designed to enable children to learn and play independently.

There are three prime areas of learning:-

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development

Additionally there are 4 Specific Areas of learning

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

Achievement of these Prime and Specific Areas of Learning is by:

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

Phonics

At Cheadle Catholic Infant School, we use **Read Write Inc** as our phonics/ reading scheme.

Read, Write Inc is a phonics programme for children aged 4 to 7 who are learning to read and write. It teaches children how to both decode and understand written language to become confident and enthusiastic readers and writers. This is achieved by a structured approach to teaching phonics that is consistent across the school using the Read, Write Inc phonics resources and fully decodable reading books.

Children are grouped according to their ability in Foundation Stage and Key Stage 1 to ensure that teaching is matched to their level.

Phonics in Foundation Stage and Key Stage 1 takes place on a daily basis.

Teaching of phonics begins in Nursery. Phonics sessions are taught daily and consist of a range of practical activities where children explore letters and the sounds they make and are given opportunities to apply these skills

Reading:

Reading is prioritised to allow pupils to fully access the full curriculum. Learning to read is the most important skill children will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want our children to love reading – and to want to read for themselves. This is why we put our efforts into making sure children develop a love of books as well as simply learning to read.

As children develop into lifelong readers we provide a range of reading books to develop skills and excite our young readers. We subscribe to the Cheshire Library Service which ensures that we have a wealth of exciting fiction & non-fiction books and artefacts for our children to handle, read and learn from.



Mrs Nelson is our school librarian who co-ordinates our, 'Reading for Pleasure,' activities as well as supporting teachers in their teaching of reading.

Welfare

Safety and security is a high priority at Cheadle Catholic Infant School and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years for Early Years Foundation Stage 2012 are as follows:

- To promote the safety and welfare of the children in our care.
- To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- To manage the behaviour of children in our care in a way that is appropriate for their individual needs and stage of development.
- To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- To maintain record, policies and procedures required for safe and efficient management of the setting.

Planning

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Long Term Planning

Our long term planning shows our aims and values, demonstrates how our continuous provision meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

Medium Term Planning

We deliver a creative curriculum, which is based around a new topic each half term. Medium term planning shows the key learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium term plan.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for all curriculum areas.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience.

The classroom is organised in such a way that children can explore and learn in a safe environment.

Equipment and resources are accessible and can be located and used independently by children.

The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them different challenges and experiences.

Activities are planned throughout the learning environment to help the children to develop in all areas of learning.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. Eg, dentists, Fire fighters, Police and Police dogs.

The children take part in several educational visits linked to their topic work eg Manchester Transport Museum, Jodrell Bank..

Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Observation and Assessment

We use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations using

the Tapestry observation app. Notes about guided activities are recorded in children's books

Each child has a Learning Journey and all observations are gathered here along with examples of work and parental contributions.

During the year there are two parent consultation evenings where assessments and targets are shared.

Through Baseline Assessments at the beginning of the Autumn Term the Reception teachers use their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

During the Summer term, practitioners consider the 17 Early Learning Goals (ELGS) in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents/carers, and any other adults whom the teacher, parent/ carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, 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. Reception teachers meet with Year 1 teachers to share this information. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Being Active

The children have access to an outdoor area, which provides a range of physical activities; including soft play blocks, large balls, bats and balls, climbing frame. The children take part in 2 PE sessions each week. We are a 'Smile for a Mile' school and our children run a mile a day.

Being Healthy

We provide fruit in the afternoon which is supplied by "The School Fruit and Vegetable Scheme".

Fresh drinking water is available at all times and in hot weather it is also provided in a seated location in the outdoor area.

Staffing and Organisation

At Cheadle Catholic Infant School, we have 3 Reception classes which have 30 children per class and a 40 place part time Nursery which has 32 part time children and 8 full time children. In the Reception classes there is a full time equivalent teacher per class supported by a teaching assistant.

In the Nursery class there is a full time equivalent teacher supported by a Nursery Nurse.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Inclusion

We value the diversity of individuals within the school and do not discriminate. All children in Cheadle Catholic Infant School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

Inclusion and Equal Opportunities

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- Removing or helping to overcome barriers where these already exist;
- Being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- Stretching and challenging all children.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

Working in Partnership

We recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early years experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

Working with Parents

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. There is a parent consultation meeting for parents/carers twice a year at which parents/carers have an opportunity to discuss the child's progress with the teacher. Parents/carers also receive a report on their child's attainment and progress at the end of each school year.

We operate an open-door policy.

All staff in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the class teacher acts as a 'key person' to all the children in their class supported by their teaching assistant. We welcome contributions from home and provide 'wow' sheets for parents and carers to complete. The children take reading books home to share.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

There is a link to the school dinner menus on the school website so that parents and carers can support their children to choose their food.

Information for Parents and Carers

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. .

Safeguarding



Safeguarding Policy
2021-22.pdf

Please refer to the school's 'Safeguarding Children' policy.

Premises and Security

All access to the school is through the main school door, which is kept locked. Staff use a fob to gain access to the building and sign in and out. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor sticker to wear. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency.

The external classroom doors are kept locked, except when the children enter and leave the setting at the beginning and end of their sessions and when the children access the playground for outdoor sessions.. The door to the outdoor area is kept locked when this area is not in use.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of Children

Children can enter school from 8:50am. School starts at 9am

Each child is marked in on the day's register by the class teacher. Parents/carers collect their children from the classroom external door at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

The school day is from 9am-3.25am.

The Nursery hours are; 9am -3.15pm.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written / verbal permission to the school office.

Parents write a list of people who are able to collect their child. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

Health & Safety

Our full Health & Safety Policy is available on request.

Our full Supporting Pupils with Medical Conditions Policy is available on request.

The following health & Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.
- A first aider is accessible at all times.

- Accidents and injuries are recorded in an accident book.
- A fire and emergency evacuation procedure and policy are in place.
- A Photographs and Images is in place which states that cameras that are used in school must not be used for staff member's own personal use.

Behaviour Management

Please refer to the school's 'Behaviour Management' policy.

Transition

Pre-school to Nursery and Reception

We hold an open evening for new parents in the Summer term, where we outline daily routines and expectations. Children are invited to attend a 'taster' session in July.

There is a gradual admission for the first two weeks of the Autumn Term. The children come in on a part-time basis. Routines in class and the whole school are built up gradually.

By the third week the children are in full time.

Transition from Reception to Year One

In the Summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One children, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school hold 'Class swap' sessions, giving the children a taste of their new class and also arrange a transition meeting for parents in the form of an open afternoon.