



HEYES LANE PRIMARY SCHOOL

**EARLY YEARS FOUNDATION STAGE POLICY
2021-2021**

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

At Heyes Lane, our Early Years provision for Nursery includes 26 part time (am) places and 26 part time (pm) places. Currently the school is delivering the 15 hour entitlement through daily 3 hour sessions. Some children have a 30 hour entitlement (and this may or may not be able to be offered depending on numbers). Our nursery class has a large room for their sole use as well as a large outdoor environment.

At Heyes Lane, we have 3 Reception classes that take 90 full time children. Our Reception classes each have their own classroom which are connected by a shared area as well as a large outdoor garden.

Both the Nursery and Reception classes have a full time teacher and teaching assistant. If groups of or individual children are identified as working below expectations they will be supported within interventions from an intervention teachers.

3.1 Opening/Closing Times

Nursery: 8.50am – 11.50am morning session
12.30pm – 3.30pm afternoon session
8.50am – 3.30pm full time session

Reception: 8.50am – 3.20pm Full Time session

3.2 Procedures for snack/ refreshments

In Nursery and Reception children have the opportunity for free choice fruit and a drink of milk or water. In Nursery Autumn term children have a shared snack in their Key Person Group where the adult models manners and healthy eating habits.

3.3 Procedures for bringing the children to the setting and collection

Nursery:

The children wait with their carer by the Nursery gate until the start of the session. The children are then brought in and the carers help hang their coats on the pegs and encourage children to find their names. By the Spring Term children are encouraged to come into Nursery independently. The children are then collected at the end of the session by a responsible older person (at least 16 years) who is known to the staff.

Reception:

The children wait in the playground first thing in the morning. A member of the EYFS team opens the gate. After the first autumn half term, the children walk to their classroom to be greeted by their class teacher or TA. Messages can be left with the adult on the gate. The adult locks the gate when all the children have arrived or at 9am.

The parents come and collect the children from the classroom door at the end of the day. There is a member of the EYFS team on the gate to ensure safety and that the gate is locked.

3.4 First Aid

At least one member of staff in each unit (Nursery and Reception) has the pediatric first aid qualification. There is a first aid display in Nursery and Reception (central area) with photographs of any children with allergies, medications or illnesses and the necessary steps to take.

Nursery:

When a child hurts themselves they are treated by the adult who witnessed the accident or by the adult inside. Depending on the nature of the accident and whether the child has seen a first aider, a first aid slip is written to go home with the child or the parents/carers are contacted. The adult will record the name of the child, the date, a description of the injury and the action taken.

Reception:

If children hurt themselves during lesson time the Teaching Assistant will take the child into the shared central area. Depending on the nature of the accident and whether the child has seen a first aider, a first aid slip is written to go home with the child or the parents/carers are contacted. The adult will record the name of the child, the date, a description of the injury and the action taken. If a child hurts themselves during continuous provision or outside then the 'manager, will see to the child and follow the above procedures.

3.5 Fire Drill

Nursery:

When the fire bell rings the children are told to stop what they are doing and walk to the outdoor door fire exit where they will form a line in twos holding hands. One adult will then lead them out through the back gate to the Reception playground. The second adult checks the Nursery for any children and collects the gate key and then joins the others outside. The children follow the adult through the Reception playground and onto the Infant Playground. They stand at the wooden fence. The register is then taken.

Reception:

When the fire bell rings the children line up at the fire door (to outdoors) with the lead adult who collects the gate key. The Teaching Assistant checks the classroom, toilets and shuts all classroom doors in the EYFS building. The children are led out through the gate onto the Infant playground where they line up in their designated position and the register is then taken.

3.6 Transition and Induction Procedures for Nursery.

An Open Day is held at school for parents who wish to look around Heyes Lane as a potential school for their child. Parents of the new intake to Nursery will be invited to attend an induction meeting with the EYFS Leader and relevant staff. Visits to the Nursery classroom will be arranged for new parents and children.

The first week of Autumn Term 'Home Visits' are arranged by the teacher for all new Nursery children.

Transition to Nursery:

Many of our children join us at the age of three when they enter our Nursery for either morning or afternoon sessions. Each child will have a Home Visit from their Key Person, where they will have the opportunity to play and get to know them in their own environment. This also gives the key worker a chance to talk to the parent or carer about the child's development in the prime areas, from the progress check aged two.

There is a staggered intake in the Autumn Term. During the first two weeks in Autumn Term the children receive a home visit from the Teacher and Teaching Assistant. When the Home Visits are completed and towards the end of the second week children will be split into groups of 13 and invited into Nursery with their parents for a one hour session in the mornings or in the afternoons depending on if they have a morning or afternoon place.

In the third week they will continue with the one hour sessions without their parents. By week 4 we hope that all children will be in for the full morning or afternoon session (although we follow the needs of each individual child).

3.7 Admission, Transition and Induction Procedures for Reception.

Reception admissions are coordinated by Trafford LEA.

An Open Day is held at school for parents who wish to look around Heyes Lane as a potential school for their child. Parents will be invited to attend an induction meeting with the EYFS Leader and relevant staff. Visits to the Reception classrooms will be arranged for new parents and children.

The first week of Autumn Term 'Home Visits' are arranged by the teacher for children who are new to Heyes Lane.

Transition to School:

Many children are already familiar with the school environment and routine. However approximately half of our Reception class intake are from other settings. All new children who attend our school at the beginning of the school year will receive a Home Visit. These are in addition to planned events in school including Induction Evenings and visit days in the Summer Term prior to their child coming to join us in the September.

Parents and carers are given details about school procedures as well as an insight into what their children will experience during their time in the Early Years Foundation Stage. An induction pack is given during the induction, which includes a school prospectus and other pertinent information such as details about school uniform, school dinners etc.

Children transferring from the Nursery to the Reception class also visit their new teacher and class during the Summer term.

There is a staggered intake during the Autumn Term usually over a week period. This is when the Home Visits for Reception children new to the school take place. This is usually during the first three days. After this the children are split into two groups. 15 come in for mornings and the other 15 for afternoons. This helps the teacher (their Key Person) to get to know the children, carry out observations for the Baseline Assessments and help meet their individual needs and interests. By the end of September children in Reception will be in full time (although we follow the needs of each individual child).

3.8 Toileting

It is a requirement of Heyes Lane Primary School that all children **MUST** be toilet trained and dry before attending our school unless a medical need has been diagnosed and an intimate care plan is in place. If your child is still in nappies or continually wetting and soiling we will hold their place for a short time. As a school we will support you and your child during this time whilst you toilet train at home.

3.9 Organisation and Provision

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Heyes Lane we consider the individual needs, interests and stage of development of each child. We use this to plan for the children in the areas of learning and development. All children join our Nursery in the September after their third birthday and stay in the unit until the end of their Reception year. In the beginning, the main emphasis at Heyes Lane is placed upon the basic skills of socialising and developing linguistic and physical skills.

When children first arrive we give them time to adapt to our school and the setting. Children are encouraged to access and use resources independently and to take responsibility for clearing them away. The Nursery and Reception classes provide a stimulating, secure, happy environment conducive to learning.

Children will be given a wide variety of structured play and practical experiences in all areas of the curriculum. They learn best when they are happy, safe and secure. To achieve this, consideration is given to the organisation of the setting and areas of learning. Every effort is made to encourage self-motivation and develop intellectual ability and aptitudes, taking into account ethnic origin and family backgrounds. It is important that continuity and progression are built into the experiences provided for each child; this also ensures that the transition into Key Stage 1 is as smooth as possible.

At Heyes Lane each area of learning and development is implemented through planned, purposeful play and through a mixture of adult-led and child-initiated activities. We believe play is essential for children's development, building their confidence as they learn to explore, to think about problems as they relate to others. We encourage children to learn by leading their own play and by taking part in play which is guided by adults. Groups are flexible in size and include individual, small group or whole class, depending on the task in hand, and the children's stages of development.

As children enter Reception, and as their development allows, the balance shifts towards more activities led by adults, to help children prepare for Year 1.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Prime Areas

Communication and Language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas.

Specific Areas

Literacy	Comprehension Word Reading Writing
Mathematics	Number Numerical Patterns
Understanding the World	Past and Present People, Culture and Communities
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

In Nursery:

We initially focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three Prime Areas reflect the key skills and understanding all children need to develop and learn effectively and become ready for school.

In Reception:

It is expected that 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. There is a greater emphasis on the Specific Areas and school readiness.

4.1 Planning

The EYFS at Heyes Lane provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. Staff at Heyes Lane look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

5. Assessment

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

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

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

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

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

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

6. Working with parents

The key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Heyes Lane, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Heyes Lane attend.

At Heyes Lane, we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Through the use of SeeSaw, an online learning journal which parents can access at home
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in Nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Olivia Irving EYFS Lead every 2 years.

At every review, the policy will be shared with the governing board.

APPENDIX 1

9. COVID-19 CHANGES

- Due to COVID-19 there have been a few changes to times at Heyes Lane. Reception parents currently drop off at 1 of the 3 available gates between 8.40am-8.50am. Children can then be collected from their classroom at 3.10pm.
- Due to COVID-19 Nursery children are now collected by their teachers from the Crofton Avenue gate at 8.50am (AM Session) and 12.30pm (PM Session). Parents are still welcome to collect from the Nursery door at pick up.