

Bapchild & Tonge C E (Aided) Primary School and Nursery



Early Year Foundation Stage

A Statement of Policy

October 2023

Rooted in God as our vine; we bear fruits.

Our Vision:

A vision rooted in John 15:1-17 Jesus as the Vine.

Core Christian Values:

Compassion, Friendship, Perseverance, Forgiveness, Openness, Trust.

The Governors of Bapchild & Tonge C E (Aided) Primary School recognise their corporate responsibility in having an agreed policy so that every child is given the opportunity to learn and thrive through an engaging EYFS curriculum.

They will take all reasonably practicable steps within their power to fulfil this responsibility.

It is the intention of the governors to regularly review this policy in the light of any changes made to the EYFS Framework, and in any subsequent changes in educational legislation made by relevant parties.

The Headteacher is required to ensure that all members of the teaching staff, supply teachers, and any other interested persons, receive a copy of this document and any subsequent amendments.

Signed:

Chairman of SAC Committee

INTRODUCTORY STATEMENT

As a Christian foundation, this school understands that all people are a gift from God to be valued and nurtured as individuals made in their Creator's image and called by God to grow and flourish like the fruitful branches of the True Vine (John 15.5). Because of this principle, relationships within the school should be conducted in the light of our School Christian Values of Compassion, Friendship, Perseverance, Forgiveness, Trust and Openness in addition to The Golden Rule, 'Always treat others as you would like them to treat you' (Matthew 7:12).

Curriculum Intent

At Bapchild and Tonge Primary School and nursery we have designed a knowledge based early years curriculum, this ensures that children's learning isn't limited by a specific set of activities but instead allows children to be leaders of their own active learning. Adults guide, support and nurture our youngest children to have an intrinsic love of learning which fosters creating and critically thinking. We help to foster children's natural inquisitive minds and create a space where Children feel loved, cared for and are happy and settled, it is from this base where resilience can flourish. Our curriculum offers space and time for children to play and explore in order to build knowledge in a progressive, incremental and contextualised way.

EYFS School Context

Bapchild and Tonge CE (Aided) Primary School and Nursery have a PAN of 30 in the Reception Class. They are organized in one class with an intake in September. The Nursery ranges from age 2 to 4 and has a PAN of 24 per session. Intake is in September, January and April.

Statutory Framework of EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates, which are underpinned by the characteristics of effective learning.

As part of our practice we:

- Provide a knowledge based curriculum, underpinned by the EYFS framework but developed for Bapchild children, spanning the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
 - We screen all pupils through Wellcomm and provide support and intervention where needed.
 - Families are supported with S&L referrals or access school S&L service.
 - Pupils who need significant support are taken to LIFT and support given from STLS.

- We consult and access support from Education and Inclusion.
- We work with Health Visitors for joined up practice.
- Pupil progress meetings identify those pupils who are “monitoring” or “below” age expected standards.
- Work in partnership with parents and carers;
 - Regular parent meetings (September, October and February)
 - In the Moment Planning (IMP) meetings termly – nursery
 - 2 year check
 - Reports - EYFSP
 - Stay and play
 - Use of Tapestry to share each child’s learning journey
 - Collective worship e.g. seasonal church services
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children’s own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported; With our youngest children accessing more of their learning through child-led play, with the approach of in the moment planning. This develops as our children move through the EYFS with a balance of child-led, adult-guided and adult-led learning.
- Provide a secure and safe learning environment indoors and outdoors.

Implementation of the Bapchild EYFS Curriculum

We plan an exciting and challenging learning opportunities based on our observation of children’s needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and (sometimes) exceed the Early Learning Goals. Our curriculum is planned around a series of rich texts that link to children’s interests, seasons, themes, cultural celebrations and special days.

All seven areas of learning and development are important and interconnected at Bapchild & Tonge C of E School and Nursery we use our knowledge based curriculum to underpin our lesson design and assessment.

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, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World

· Expressive Arts and Design

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The characteristics of effective teaching and learning are:

1. Playing and exploring - children investigate and experience things, and 'have a go'.
2. Active learning - children concentrate and keep on trying if they encounter difficulties.
3. Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Planning

We have long term plans in which each term there is a broad question, which allows for development based on the children's interests. Each question has weekly key stories which are chosen for their good quality vocabulary and structure. From the long term plan, medium term plans are designed based on a series of questions each of which offers experiences in all seven areas of learning. Medium term plans have mapped out adult led tasks but are annotated throughout the term to reflect children's interests, individual needs as well as enhancements to provision.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met. This is achieved through short term planning this takes the form of:

Nursery – weekly planners with annotations and pupils' next steps to ensure good quality provision is provided. Pupils next steps are also highlighted through IMPS and focus children discussed and identified weekly.

Reception – Maths, phonics and weekly planners are completed to ensure effective coverage of the curriculum. Pupils next steps are annotated on the termly planner as well as in the weekly planner sheets.

Phonics – we follow Floppy's Phonics Program starting with level 1 in term 5 onwards for our school leavers in nursery and then level 1 and level 1+ starting in term 1 of reception and reaching level 3 by the end of reception.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led, adult-guided and child-initiated activities'.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned and supported by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

The Enabling Environment

The Nursery and Reception areas are carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

We ensure displays value children's work ensuring that we are promoting that core value of a "unique" child. Displays should be purposeful and contain pupils work. This can also include pupil voice as scribed by an adult as well as early mark making.

SEN in the EYFS

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. We have access to external advisors who are able to observe, assess and assist in giving strategies to use to help the child reach their full potential. Pupils are assed against the Bapchild curriculum based on appropriate age and stage development markers. Where pupils require additional support/ further assessment stages we refer to the Kent Mile stones document (developed by E&I) to identify specific next steps. Where further detail is needed to identify the composite parts to a component of learning the SENCO and staff will then refer to Portage SEND Best Practice assessment check list. This ensures pupils are getting specific and target support.

For further details please refer to the SEN policy.

Ratios

At Bapchild & Tonge primary school we will always adhere to staffing ratios to ensure a safe and good quality provision for all children in our care.

The following guidance comes directly from the EYFS framework 2023

For children aged two:

- there must be at least one member of staff for every five children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, is working directly with the children:

- there must be at least one member of staff for every 13 children
- at least one other member of staff must hold an approved level 3 qualification

For children aged three and over at any time in registered early years provision when a person with Qualified Teacher Status, Early Years Professional Status,

Early Years Teacher Status or another approved level 6 qualification is not working directly with the children:

- there must be at least one member of staff for every eight children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

For children aged three and over in maintained nursery schools and nursery classes in maintained schools:

- there must be at least one member of staff for every 13 children

- at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002
- at least one other member of staff must hold an approved level 3

Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

Observations and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class contributes.

Observations of children's achievements (WOW moments) are collated in their own personal, online 'Tapestry' Learning Journal. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs/videos and assessments.

Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home. Children's 'Next Steps in Learning' are added to key observations so that parents/carers know how to help their children with their learning at home.

These ongoing observations are used to inform end point checks (2 year check, end of nursery assessment point, EYFSP). The children's progress is reviewed continually through pupil progress meetings, staff conversations and data collection (termly through Target Tracker). Throughout their time in Reception and Nursery, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations. In Nursery parents have termly opportunities to consult and share their child's development within their child's focus week.

In Reception - Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting and receive a written report on their child's achievements at the end of Term 2, 4 and their Early Learning Goal achievements at the end of Term 6. At selected points in the year parents are invited in to share in learning activities with their children. More informally we meet with parents throughout the school year as and when necessary to discuss their child particular needs. Parents have access to Tapestry and can see how their children are doing and what their next steps are on a regular basis.

In Nursery - Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting and receive a written report on their child's progress in Term 2, 4 and Term 6 (transition document for school leavers). Parents meet termly with their child's key person during their child's focus week. Parents have access to Tapestry and can see how their children are doing and what their next steps are on a regular basis. At selected points in the year parents are invited in to share in learning activities with their children. More informally we meet with parents throughout the school year as and when necessary to discuss their child particular needs. When a child starts Nursery at age 2 they receive their 2 year check which is shared with the parents and sent to the Health Visitor team.

Assessment is made against the Bapchild EYFS curriculum focusing on the knowledge statements to ensure that children are secure in those statements with varied contexts in which to commit those statements to long term memory. Providing opportunities for repetition and consolidation –

using evidence from EYFS staff knowledge, pupil observations and later on work collected through books.

At the end of reception the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

- 2 = On track – against age expected standard
- 1 = Not on track – against age expected standard

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

We ensure our end of EYFS assessments are reliable through:-

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across EYFS team and as the Rural Swale Collaboration
- moderation with Early years team, Year 1 teachers, Local Authority

Working with parents

We recognise that children learn and develop well when there is a strong partnership between School and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check transition document and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Alongside this parents are informed termly about their child's progress and are able to see regular updates on Tapestry.

In nursery children are assigned key workers and this is shared with parents. This person then becomes the point of contact for parents and carers. In reception the class teacher is the key person for the class, with support from the EYFS TA.

Working in partnership

We place highly the benefits of working in partnership have a huge impact on the effectiveness of our EYFS setting. We value our partnerships and endeavor to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

Within our role of enabling partnerships we:-

- EYFS team meet to discuss assessments, planning, individual children, research
- hold regular parent workshops on relevant areas of their children's development e.g. maths, reading, phonics, schemas
- moderate work with other Collaboration schools
- Visits to other settings looking at a broad range of practices.
- Engage with professional bodies e.g. Early Excellence.

Transition to Bapchild and Tonge CE (Aided) Primary School and Nursery

Reception

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

At Bapchild and Tonge CE (Aided) Primary School and Nursery we have created good links with our main feeder nurseries and endeavor to build new relationships with pre-school establishments that are new to our school and for children in their care. We work closely with our school nursery and provide many opportunities for pupils to become familiar with staff.

To ensure the best possible transition we:-

- value the parent as the first educator of their child
- make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child
- engage in home/nursery visits to meet children in a familiar setting.
- share important information about our school during new-parents meeting (June)
- use written information sent by pre-schools to inform early planning
- hold a series of 'welcome/taster' sessions for parents and children in June and July
- share information in a transition meeting with key adults for children with additional needs
- meet with every parent and child before beginning school to share important information from home and school
- stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school

Nursery –

Pupils at Bapchild and Tonge Nursery are supported in their transition in a sensitive and caring way. Always putting the child at the core and valuing parents as their primary educator.

To ensure the best possible transition we:-

- value the parent as the first educator of their child
- host parent meetings to get to know your child
- share important information about the setting through welcome packs/prospectuses
- collect important information in the application pack
- hold 2 welcome/ tasters sessions for your child to settle in and get a feeling for the setting – these can be extended dependent on the individual needs of the child.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated full time Inclusion Leader in school who supports us with any additional needs a child may have.

Monitoring arrangements

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher, SLT and Reception team as appropriate and any necessary actions are taken.

All adults in the Reception and Nursery team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

Supervision is provided termly to staff with an external provider, sessions are booked and undertaken by staff. Staff are given performance management sessions bi termly this provides staff an opportunity to explore the challenges of the role and develop strategies in a safe secure environment.

This policy will be reviewed and approved by the Leadership Team, Standards Committee every year.

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

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy