

Bacton Primary School

Early Years Foundation Stage (EYFS) Policy



Sept 2023

Review date: Sep 2024

Aims and Objectives

In our EYFS Reception class at Bacton Primary School we aim:

- To provide a happy, safe, caring and nurturing environment that is both stimulating and equally challenging.
- To develop independence, perseverance and readiness to learn, through the structure of daily routines and motivating children to challenge themselves, explore, investigate and think critically.
- To value each child as a unique individual, building on children's successes and previous experiences as a starting point for learning as well as providing targeted intervention and support where needed.
- To develop respect for one another and the environment by promoting tolerance, understanding and co-operation in both work and play.
- To provide a broad and balanced curriculum with first hand experiences that encompass each of the areas of learning.
- To enable children to communicate effectively with adults and peers by providing opportunities to talk, listen, review and reflect.
- To give children the opportunities to make choices, work independently and alongside others on achievable challenges.
- To develop children's physical skills by valuing structured outdoor play.
- To work in partnership with parents/carers, encouraging strong home-school links.

Safeguarding and Welfare

As well as providing a safe environment, we also teach the children about choices and aim to prepare them for life, not just for the next stage in their education. We encourage children to recognise and avoid hazards whilst being confident to take appropriate risks. Children are taught about rules and understand why they are in place, potential hazards they may encounter (including in the virtual world) and the importance of keeping themselves safe. Bacton's Designated Safeguarding Lead (DSL) can be contacted via the School Office.

General Information

From the September of the year a child turns 5, we offer full time places in Reception. There is currently 1 class, Robins, with capacity for 30 children.

Opening and Closing

08:50 – 12:00 Morning session

12:00 – 1:00 Lunch time

2:00 – 3:15 Afternoon session

Staff

Robins has one teacher and one teaching assistant.

Organisation

Admission procedures – (see separate admissions policy)

Prospective parents/carers wishing to register their child for a Reception place should speak to the School Office. They will be invited to an Information Evening to meet staff, see the school and classroom, and discuss the curriculum and routines.

Reception children are admitted in accordance with the Suffolk Local Authority (LA) guidance. Parents/carers apply for a place in Reception during their child's nursery year. This information is sent to the LA, who offer places to parents/carers and inform them and the school of the children who have been accepted. Most children will start Reception in the September of the academic year they turn 5, however children can be admitted throughout the year if places are available.

Settling in

The class teacher will liaise with your child's nursery setting during a transition meeting. All children have a 'meet the teacher' session where they will have opportunity to meet the teacher and teaching assistant, explore their new classroom and learn with their new classmates. Parents/carers are invited to attend a 'starting school' meeting where the outline of Reception will be explained. There will be opportunities to meet the staff and ask any questions. In Reception, entry may be staggered in the first week to allow children to build relationships with staff and peers and feel confident, safe and secure.

If you have any question about your child starting Reception, please contact the School Office on 01449 781367.

Refreshments

Please make sure the Office and staff have an up to date list of food/drinks that your child cannot consume, including for religious reasons. We are a nut free school, so please do not put nuts or foods containing nuts into packed lunches as we have some children who have nut allergies in school.

Children have the choice of water or milk up until the end of the term they turn five. After this, milk may not be available. All children will have a piece of fruit or a vegetable for snack every day. All children will be encouraged to try new foods. Cooking takes place regularly and reflects a balanced diet. Parents/carers will be informed about what their child will be encouraged to try via Tapestry if it is anything other than fruits and vegetables.

Lunch is eaten in the school hall. The school provides a lunchtime meal for children with full time places. This is either a daily hot meal or jacket potato. Children may bring a healthy packed lunch. Reception lunchtime is supervised by staff in the hall with the children whilst they are eating. They are then taken outside either onto the meadow or playground for the remainder of lunchtime, where they have the opportunity to play and socialise with their friends.

Parents/carers can provide their child with their own labelled drinks bottle containing water and a piece of fruit or vegetable for snack, if they wish. When a child has a birthday they are welcome to bring in a treat to share with the class, this must not include nuts. This should be given to a member of staff on arrival.

Location

The Reception classroom can be found by following the path to the left side of the main building. Once through the first gate you will see the main playground with the Reception gate furthest on the left. Continue through the gate to the Reception garden and then under the canopy where the classroom door is located. To get to Reception once the gates have been locked, go back to the main office where your child will be escorted through the building.

The Role of the Adult

All children in Reception are supported by all adults in the school. The class teacher has overall responsibility for the pupils in the class, but the support staff support the learning of the children, under direction of the class teacher. During their time in school, children are free to move around to different areas, inside and outside. Children participate in a balance of adult initiated and child initiated activities, working alone, in pairs and in groups. All adults ensure that all children experience a range of activities and groupings throughout the week.

Staff are available at the start of the session to help to settle children and at the start and end of the day to give messages and talk about the child's day. All adults are responsible for collecting observations, photographs and evidence for all children, which will feed into daily planning and the children's learning journeys.

Arriving and leaving

The school day begins at 08:50. Parents and carers bring their child to the door, where we encourage them to go into the classroom independently. The gate is locked at 09:00. Children need to be collected at the end of the day by a responsible person, at least 16 years old, who is known to the staff. Children will not be allowed to go home with other adults unless prior arrangements have been made with a member of staff. The gates are opened at 3:00 and children are brought to the external gate to be delivered to their grown up. If a different person will be picking your child up, please let a member of staff know when you drop them off or ring the school office before the end of the day.

Parents/carers who bring their children in late or pick them up before the end of the day will have to collect them through the main office. If you are late picking up your child, they will be taken to the school office to wait and should be picked up from there. Please ring the office if you are running late.

Communicating with parents/carers

We truly value parental involvement and aim to work in partnership with parents and carers. Strong relationships are formed before the children start the school, through home and preschool visits and transition sessions at school, with the aim of establishing close relationships and confidence.

If your child has special educational needs, disability/medical needs or behaviour needs, you are invited to meet with the class teacher and the Special Educational Needs & Disability Coordinator (SENDCo) in the preceding summer term to discuss how we will meet their needs for September.

- Home visits are carried out before your child starts school. They are an opportunity to talk to the teacher about any concerns you have about your child starting school and find out what to expect when they start.
- Induction meetings include what to expect and what children will need when they start Reception.
- Regular stay and play sessions, in addition to induction mornings, provide an opportunity for children to come over from preschool and familiarise themselves with the classroom and staff prior to starting.
- Parents/carers and teachers will talk informally at the start and end of sessions about the child's day, how they are feeling, any first aid received and any other important information.
- School letters are given out at the end of the session as needed or uploaded to Tapestry. These will contain events happening in school, information updates and reminders. We ask that parents/carers check their child's book bag daily.
- Messages will be uploaded to Tapestry about upcoming events and reminders.
- Share sessions will be held throughout the year and will give parents/carers information about what their child is learning, how they can help at home and what is happening in school. Children will access a broad and balanced curriculum. They are also opportunities for parents or carers to come into the setting with their child and 'play'. It is a good opportunity to see what the children are learning, who they play with, meet other parents/carers and talk to the staff.
- Newsletters will be sent via Tapestry and uploaded to the class webpage, detailing the learning intentions for the upcoming half term.
- Reception Weekly Skills are uploaded to Tapestry and the website, noting the phonics, maths and topic learning for the forthcoming week.
- Each child is given a reading record at the start of the year. This is used to record what books have been read and notes can be passed between parents/carers and school.
- The school has its own website which contains information about the school and classes. Each class has a page where information about that class is displayed. Visit us at <https://www.bacton-pri.suffolk.sch.uk/>
- Tapestry is our online learning journey app. We use it to regularly update you on your child's learning. Please speak to the class teacher if you have any questions about the application.

First Aid

At least one member of staff in class is First Aid qualified and at least one member of staff is Paediatric First Aid qualified. When a child hurts themselves in the setting they are treated by a qualified first aider. The incident is recorded on an online incident form, along with the first aid given and the parent/carer is informed at the end of the session, when the injury is more than a minor cut or scrape. If the injury appears serious or the child is upset for an extended period of time, the Office will telephone parents/carers and explain the injury. Parents/carers will then have the opportunity to collect their child.

Changing children

If your child is recently toilet-trained, it would be helpful to supply several pairs of labelled clothing (underwear and trousers/skirts). If they get wet when playing they will be asked if they would like to change their clothes.

If a child has wet or soiled themselves, they will be taken to the disabled toilets where they will be supported to get changed and cleaned. They will be helped to dress if necessary. All used clothes will be put in a bag and hung on their peg. Parents/carers will be informed at the end of the session. Children who wear nappies or pull ups will be changed as needed using nappies or pull ups provided by parents/carers, kept in a bag on their peg. Children will be supported with toilet training as needed in consultation with parents/carers.

Fire Drill

Practise fire drills take place throughout the year to support children to become familiar with routines to keep them safe in the event of a real fire. When the fire bell rings, the children are told to stop what they are doing and line up at the door. All adults will direct children to the door, encouraging them to stay calm and supporting those who may be worried. One adult will lead the line onto the meadow, with the second adult completing a head count, ensuring the classroom is empty and closing the door. The register is then taken.

Whole school activities

Children will take part in special and curriculum enhancement days, such as Children in Need, non-uniform, Science week. They will also have the opportunity to watch performances by other year groups and will take part in some special assemblies and music assemblies. Towards the end of the academic year, Reception children will attend more assemblies and whole school events as part of their transition to Year 1. They will also have PE sessions in the same places as the rest of the school to support with transition.

Curriculum – The Early Years Foundation Stage (EYFS)

Each day all 7 areas of learning of the EYFS curriculum are covered both indoors and outdoors. All areas of learning and development are important and interconnected. They consider the different ways that children learn and this is reflected in our practice. The Characteristics of Effective Learning are:

- Playing and exploring – children investigate and ‘have a go’
- Active Learning – children persevere and ‘keep on trying’
- Creating and thinking critically – children develop their own ideas and strategies and make links in their learning

“Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving”.

These areas are:

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

There are four specific areas through which the prime areas are strengthened and applied. These are:

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

We provide a variety of activities and experiences across all areas of the curriculum.

Communication and Language – Listening, Attention and Understanding; Speaking

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening in a language rich environment. They hear, say and respond to stories, non-fiction, poems, songs and rhymes. They develop their confidence and skills in expressing themselves in a variety of situations in an environment where speaking and listening are highly valued skills. Children are encouraged and supported to develop language for thinking and to clarify their understanding. Examples of activities we use to support every child’s development:

Songs and rhymes	IPads with stories and songs	Small world
Book corner	Active story telling	Role play
Core books	Circle time	Interaction with others
Sentence stems	Word banks	Language modelling

Personal, Social and Emotional development – Self-Regulation; Managing Self; Building Relationships

Within a nurturing environment, children are supported to develop confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and take part in the life of the class by sharing, co-operating and supporting other children and adults. Through rich activities, conversations and real experiences children learn acceptable ways to express their own feelings, respect the feelings of others and resolve conflicts. All the children are encouraged to take responsibility for themselves. They learn to look after their bodies, through healthy eating and are supported to manage their own personal needs. Children will gain positive dispositions to learning by developing resilience, independence, perseverance, willingness, motivation and self-confidence. Examples of activities we use to support every child’s development:

Role play	Small world	Turn taking games
Circle time	Sand	Water
Painting and drawing	Cooking	Construction
Music and singing	Bikes and scooters	Ball games
Large construction	Stories	Cultural belief experiences and festivals

Physical Development – Gross Motor Skills; Fine Motor Skills

A range of equipment and opportunities, both indoors and outdoors, allow children to develop confidence and enjoyment in the use and development of their own bodily skills. Adult supervision and support enables children to safely create and meet physical challenges, developing increasing skills, strength, control and co-ordination, when moving, climbing and balancing. Children will also learn about the importance of staying healthy, physical exercise, making healthy food choices and the importance of good oral hygiene.

Simultaneously, children are supported in the development of fine motor skills and are required to use tools, pens and pencils and to handle objects with increasing control and precision. Examples of activities we use to support every child's development:

Mark making and writing tools	Sand & Water	Threading
Water	Painting	Construction
Pegs	Cutting, scissors and cutlery	Joining
Malleable materials	Puzzles	Sorting games
Climbing equipment	Bikes and scooters	Gardening tools
Movement and dance	IT toys	Small skills equipment
Weaving and sewing	Bats and balls	Tweezers

Children have weekly PE lessons focused on movement and using space, ball skills, dance, large equipment, tennis skills and athletics.

Literacy – Comprehension; Word Reading; Writing

Children are given access to a wide variety of reading materials to ignite their interest in reading. A well-stocked book corner gives every child the opportunity to become familiar with books, able to handle them and be aware of their uses. Children listen to and talk about stories that have been read and develop their vocabulary and language for thinking. Children are taught that written symbols carry meaning and to develop awareness of the purpose for writing. Children will be encouraged to mark make themselves and when ready, begin to read and write letters, words and sentences. Children will explore, enjoy, learn about and use words in a broad range of contexts. Structured phonics sessions delivered through Bug Club are introduced as soon as possible. Active story telling promotes the understanding and use of story words, learning of children's 'classics' and encourages independence in story writing. Examples of activities we use to support every child's development:

Book corner	Stories	Poems
Phonics activities and games	Mark making materials	Malleable materials
Songs and rhymes	Drawing	Painting
Writing	Role play & puppets	Small world
Circle time	Water	Music
Sand	Climbing equipment	Obstacle courses
Construction	Toys	IT equipment

Mathematics – Number: Numerical Patterns

Children will become familiar with sorting, matching, ordering, sequencing, recognising, counting, subitising and writing numbers. They will develop a deep understanding of the composition of numbers to 10 with which to build on mathematical mastery. They will also learn about measuring, pattern and shape activities that form the basis for early mathematics. As they develop their mathematical understanding to solve practical problems, children are assisted to use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and patterns, number bonds and doubling facts and when ready, to use simple mathematical operations such as addition and subtraction. Examples of activities we use to support every child's development:

Sorting and counting objects	Puzzles	Bingo
Maths games	Sand	Water
Cooking	Songs and rhymes	Stories
Manipulatives	Math equipment - 10's frames	Subitising
Construction	Role Play	Patterns
IT toys	Hopscotch	Sports games

Understanding the World – Past and Present; People, Culture and Communities; The Natural World

Children will have opportunities to make sense of the physical world, the diversity of society, the past and the natural world through exploring, observing and finding out about people, places, cultures and beliefs, technology, the environment, animals and plants, both in class and the wider community. The school meadow provides a safe and stimulating environment that will allow children to explore and experiment with a range of natural materials. A variety of equipment enables children to extend their technological understanding, using tools and techniques as appropriate to achieve their intentions and solve problems. They are encouraged to problem solve, make decisions, plan and experiment, predict and question with adult support, when necessary. This provides the foundations for history, geography, science, religious education and computing in Key Stage 1. Examples of activities we use to support every child's development:

Books	Cooking	Science resources
Junk modelling	Cameras	IT resources
Dressing up	Sand and Water	Gardening
Malleable materials	Role Play	Story telling
Drawing	Painting	Sculpting
Maps	Visitors	Trips
Music	Construction	Natural objects

Expressive Arts and Design – Creating with Materials; Being Imaginative and Expressive

Children's curiosity is encouraged through the use of a wide range of resources in order to express their own ideas and feelings and to construct their individual responses to experiences. There are opportunities to share their thoughts, feelings and ideas through a variety of activities in art, music, movement, dance, role play, design and technology. Art equipment including paint, glue, crayons, collage and pencils as well as natural and discarded resources, provide open ended exploration of colour, shape, design, texture, form and function and the development of skills in painting, drawing

and collage. Children join in with and respond to music and stories. There are many opportunities for imaginative role play, both individually and as part of a group. This provides the foundations for art, music, design and technology in Key Stage 1. Examples of activities we use to support every child's development:

Junk modelling	Painting & colour mixing	Drawing
Collage	Cutting and sticking	Sculpture
Weaving and sewing	Musical instruments	Role Play
Songs and Rhymes	Story telling	Performing
Designing	Planning	Evaluating
Dancing	Moving	Construction

Planning

Planning is based on the Early Years Foundation Stage Framework document and practice guidance. All planning covers the 7 areas of learning. These areas overlap and many learning experiences provided may cover several areas at once. These areas are covered indoors and outdoors through a broad and balanced curriculum. There is a balance of adult and child led activities. This is informed by continual observation and caters for the whole child allowing them to access all activities, at a level appropriate to them.

Long Term Planning

Our curriculum mapping is carefully structured to ensure continuity and progression throughout the Foundation Stage. Each half-term's learning is based on a topic, which the children spend the 5-8 weeks exploring. There will always be a sparkling start and exciting ending in each topic. The sparkling start is designed to ignite the children's passion for the topic, whilst the exciting ending is an opportunity for them to share their learning with a wider audience. The wider audience is usually the rest of the school and/or parents/carers. Each topic gives children a variety of experiences, which build on and extend the experiences and skills they already have. Our long term planning ensures that all the objectives and early learning goals are covered and progression is provided throughout the foundation stage.

Observations, Assessments and Record Keeping

The children are observed in the first weeks of entering Reception to provide an initial baseline assessment (which is informed by preschool transition information and parental discussion) and within each term, using the school tracking system. At the end of Reception, this data is used to complete each child's individual profile results (emerging or expected) which are sent to Suffolk County Council and passed to the Year 1 teacher as part of a carefully planned transition process.

The children are regularly observed and assessed to help collect information to complete children's profiles and inform future planning. We currently use the online assessment system 'Tapestry' to record observations, assessments and photographs of children's learning. Work samples (adult led and child initiated) and observations are collected for each child and build a rounded picture of their individual learning journeys. Tapestry provides parents/carers with an immediate update on their child's learning. Parents/carers are encouraged to look through class books at additional times (such as parents' evening and share sessions) and by arrangement with the class teacher.

Tracking sheets may be used for each area of learning to enable children to have equal opportunities to all activities, to record progress and to help identify children's next steps and opportunities for extension in certain areas. Next steps for learning will be discussed with parents/carers on a regular basis along with ideas and activities that could be done at home. Please speak to the class teacher if you would like any additional ideas of how to support your child's learning at home.

If your child completes learning at home, please upload this to Tapestry so we can celebrate it together! For any support on how to do this, please speak to the class teacher.

Resources

We plan a learning environment that is both indoors and outdoors. Our environments encourage a positive attitude to learning, create independent, motivated learners and provide children with opportunities to make their own selection of activities allowing them to revisit, extend and challenge their own ideas and learning.

Trips and Visitors

There will be opportunities for the children to go out on school trips and for visitors to come into school to support and extend the children's learning experiences. Some of these will be around the school grounds or the school meadow. These trips help prepare the children for bigger trips they will go on later in the year. Local trips that can be walked to, such as the post box, may also be provided and usually only take part of the day. Larger trips such as the farm or the zoo, which will involve going on a coach, will normally take a whole day. Visitors such as police officers, doctors, authors and animal experiences will be offered to children. Parents/carers will be asked to make a voluntary contribution towards these.

Enabling Adults

The role of the adult is important and includes:

- The recognition of the role of all significant adults, teachers, teaching assistants and parents and carers as partners in a child's learning.
- Well planned, quality learning organised by adults who observe, interact and extend the children's activities in a purposeful way that positively affects the children's development.
- The provision of an appropriate mix of adult led and child initiated activities.
- Promoting children's learning through well-planned experiences that are challenging yet achievable.
- Modelling a range of positive behaviours.
- Developing children's language and vocabulary by providing rich language models and experiences.
- Direct teaching of skills and knowledge.
- Using the indoor and outdoor environment to provide a positive context for learning and teaching.
- Skilful observations of children that link to future planning.

Phase Meetings

Staff meet regularly across the Trust as a Foundation Stage for continued professional development and to talk about current issues and best practice. They also moderate assessments.

Inclusion

We aim to work with parents/carers to identify individual learning needs as quickly as possible to avoid later difficulties. We work closely with external agencies such as Health Visitors, Speech and Language Therapists (SALT), the School Nurse and Education Welfare Officers. We develop effective strategies to meet the specific needs and development of all children, making use of Personal Learning Plans (PLPs) where necessary. We aim to help all children participate to their full potential whatever their needs. If you have any concerns about your child, talk to the class teacher in the first instance and then a meeting can be arranged with the SENDCo, to work out what their next steps will be. Please see the SEND policy for further information.

English as an Additional Language (EAL)

We value linguistic diversity and plan learning opportunities to help children develop their English and support them to take part in all activities. Activities that provide children speaking and listening opportunities in both English and their home language are given priority to develop both languages. If you speak a language other than English and would be happy to come and read a story, write or talk to children in this language, please let the class teacher know as we would welcome you in the classroom.

Equal Opportunities

We plan a learning environment that ensures each and every child feels valued and included. We try to use materials and equipment that reflect the array of communities that different children come from. We learn about different celebrations and festivals that children may participate in and support children to be tolerant and accepting of other beliefs and views. We promote confidence and positive attitudes towards learning in all children whatever their gender, ethnicity, home language, disability or ability and work hard to ensure all children can reach their full potential. We respect the individuality of each child and their families.

If you have any further comments or questions on any of this policy, please do not hesitate to contact the school office.