



**PARKSIDE COMMUNITY
PRIMARY SCHOOL**

EYFS Policy
January 2024

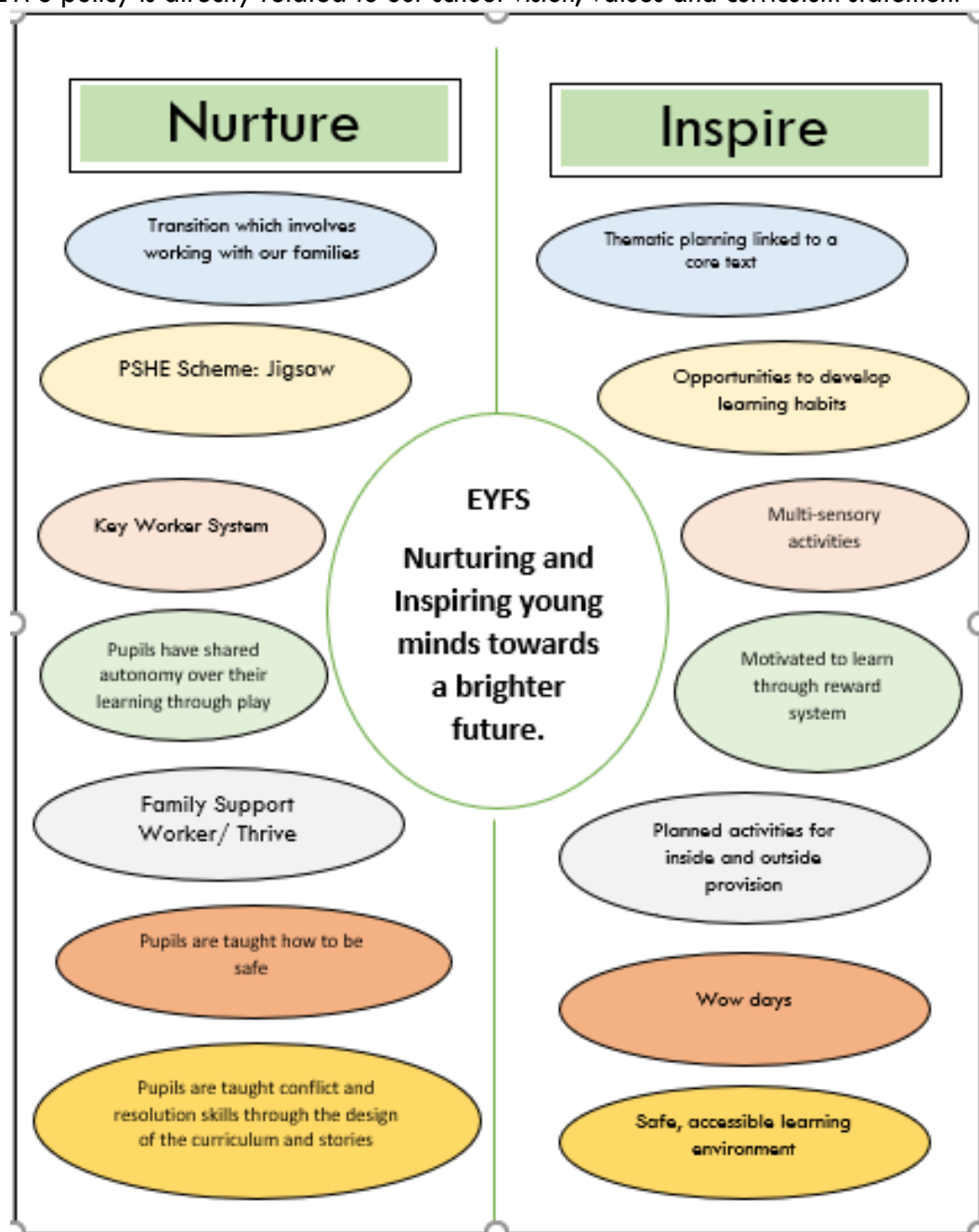
Review Date: January 2026

Rationale

“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow” (Development Matters 2020)

At Parkside Community School, our Early Years is crucial in giving children the foundations that will set them off on their educational journey and support our pupils in aiming for a brighter future. It is a key stage that is vital in helping young children begin to develop a ‘love for learning’ through play and adult directed tasks, in a safe, secure and stimulating learning environment. Building relationships and supporting our parents and children is of paramount importance, especially for our disadvantaged and vulnerable pupils.

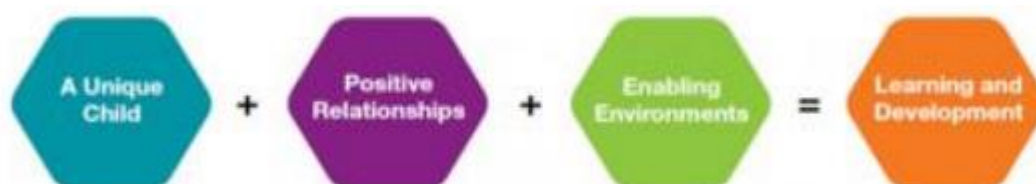
Our EYFS policy is directly related to our school vision, values and curriculum statement



Principles and practices of EYFS

We use Development Matters to design our curriculum and employ the principles and practices of the EYFS Framework (2021).

- 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 independently 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.
- We recognise the importance of all areas of learning and development. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.



Effective Practice in relation to each of the four overarching principles of EYFS, the seven key features of effective practice and the characteristics of effective teaching and learning is detailed in the Statutory framework for the early year's foundation stage, link <https://www.gov.uk/government/publications/development-matters--2>

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the seven key features of effective practice:

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.
- Planning a curriculum with a focus on what we want children to learn.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications.

The Areas of Teaching and Learning

Our Early Years follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected sections.

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.

The 3 prime areas are:

- **Communication and language**

- Listening, attention and understanding
- Speaking

- **Physical development**

- Gross motor skills
- Fine motor skills

- **Personal, social and emotional development**

- Self-regulation
- Managing self
- Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- **Literacy**

- Comprehension
- Word reading
- Writing

- **Mathematics**

- Numbers
- Numerical patterns

- **Understanding the world**

- Past and present
- People, culture and communities
- The natural world

- **Expressive arts and design**

- Creating with material
- Being imaginative and expressive

Characteristics of Effective Learning

We advocate that learning is underpinned by the characteristics of effective learning, (learning habits). In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

It is our aim that children leave the EYFS with:

- a positive 'can do' attitude to learning and a willingness to take risks and make mistakes
- high levels of engagement in a task where they can practise and build up concepts, ideas and skills
- perseverance
- Accepting of others
- Proud of who they are
- Strategies to self-regulate and be in control of their emotions
- a love of learning
- ideas of their own, that they can plan and follow through
- an ability to express fears to relieve anxious experiences in controlled and safe situation
- To begin to understand how to be a good citizen

Intent

Nursery

The EYFS curriculum for Nursery pupils at Parkside Community School encompasses the Principle and Practices of the EYFS Framework (2021). The curriculum is broad, balanced and diverse. There is a clear focus on developing the Prime Areas of the curriculum (Communication and Language, Personal, Social and Emotional development and Physical Development). A strong emphasis is placed on building positive relationships with our families and children 'learning through play'. Facilitated by the adult, pupils are given the opportunity to build on previous knowledge and learn new skills using a wide range of multi-sensory resources within the inside and outside provision and pupils are encouraged to express their ideas, thoughts and feelings.

Implementation

Nursery

The **nursery teacher** will be responsible for the long, medium- and short-term planning and preparation of resources. This includes planning for continuous and enhanced provision inside the classroom and it is vital that the teacher '**sells the learning opportunities**' to the pupils and staff are given quality time to execute this throughout the week. The teacher will also be accountable for the overall assessment and data of the pupils and will monitor the progress and attainment of ALL pupils, providing intervention where appropriate. The nursery teacher, nursery nurse and teaching assistant will deliver a key worker system and this will be led and monitored by the class teacher.

Reception

The EYFS curriculum for Reception pupils at Parkside Community School encompasses the Principles and Practices of the EYFS Framework (2021). The curriculum is broad, balanced and diverse with an intent to help children begin to understand how to function in modern day Britain. There is a clear focus on developing 'good learning habits' and all seven areas of learning with Communication and Language, PSED, PD, Literacy and Maths as a main focus. A strong emphasis is placed on laying the foundations for early reading, writing and mathematics through adult directed tasks and child-initiated learning. Pupils are given the opportunity to build on previous knowledge and learn new skills using a wide range of multi-sensory resources within the inside and outside provision, exploring ways to present their thoughts, feelings and viewpoints using a wide range of media.

The **reception teacher** will be responsible for the long, medium- and short-term planning and preparation of resources. This includes planning for continuous and enhanced provision inside the classroom and it is vital that the teacher '**sells the learning opportunities**' to the pupils and staff are given quality time to execute this throughout the week. The teacher will also be accountable for the overall assessment and data of the pupils and will monitor the progress and attainment of ALL pupils, providing intervention where appropriate.

Early Language, Reading and Mathematics

At Parkside Community Primary School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other.

For early phonics teaching, the school follows the Read Write Inc. (RWI) phonics scheme to ensure that we are effective in teaching children to be successful early readers. Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. In Nursery, the older children start the scheme in Term 2 and sound books are taken home at the start of the scheme.

The school also places an importance on the development of early comprehension skills; in line with the Revised Framework to ensure that children are able, to comprehend what they read and listen to. This sits alongside the development of children's speaking, listening and language skills which are crucial for developing children's comprehension and vocabulary, with a specific focus on closing the vocabulary gap for children starting school with less experience of a language rich environment. Adults also strive to promote a love of reading through daily story time and carefully chosen books within the learning environment.

Teachers closely monitor children's progress in reading through individual or guided reading and regular phonics assessments in order that interventions are implemented to address gaps in learning promptly.

Maths is taught across EYFS using NCETM. Discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that Maths can take place in any environment and we promote the use of learning maths skills through play-based opportunities.

Observations

ALL adults in EYFS will be responsible for observations during child-initiated learning using Tapestry as an online journal. **In nursery** the adults will work in key worker groups and submit observations every half a term. **In reception**, the adults will submit half term observations during the Autumn Term and this will decrease in the Spring Term and Summer Term.

Each week, **teachers** will post a memo of what learning has taken place throughout the week.

Home Learning

Each half term **teachers** will post home learning ideas on the school website.

Inclusion

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals. (Birth to Five Matters, 2021)

We use transition, baseline, formative and summative assessment and observations to find out about the needs of our pupils. Where there are barriers to learning we will liaise with the SENDCo, parents and Family Support Officer to support the parents and the child to close the gap through targeted intervention.

We believe in inclusiveness and anti-racism, where all stakeholders do not inadvertently discriminate against others or limit what is offered to the staff and children in our care. Everyone who attends Parkside should be able to attend our establishment without the fear of being discriminated against. Our school should be a supportive haven where everyone feels safe and can thrive regardless of their identity.

Behaviour and Rewards

We introduce all our pupils to our behaviour chart within the first few weeks of starting school and expectations are set. Parents are immediately informed of their child's behaviour if it has become disruptive to the child and to others. **All staff** are expected to use Educkey to log incidents and CPOMS is used if it is a safeguarding issue. Staff are encouraged to use positive language and reduced triggers. Stickers are used to reward good learning habits and in Reception children's good learning habits are celebrated by star of the week, Wings and Hot Chocolate.

Role of the Adult

'Young children, learn from, through and from other people, Claxton, 1991'. The adult has many roles; The critical reflector, The carer, The communicator, The facilitator, The observer, The assessor and The creator.

We recognise that teaching can take place at all times of the day through directed teaching sessions, through times of play and inside and outside the classroom. We encourage all of these. We strive to make our environments inspiring for our children and encourage our staff and volunteers to seize every opportunity for teaching. Weekly and daily planning formalise this and aim to ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be life-long learners. At appropriate opportunities the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate, model and work alongside the children
- Help children to see links in their learning
- Support and encourage the children
- Encourage children to be problem solvers, problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

Learning through play

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

(Statutory framework for the early years foundation stage, EYFS reforms early adopter version 2020)

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn and must be supported by quality interactions from the adult. Teachers of EYFS will ensure that pupils are given a **minimum 2 hours a day**. Through play, children will be developing skills

across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals, the desired outcomes for the end of the EYFS.

Indoor Provision

There are many different types of play: sensory play, exploratory play with objects, schematic play, symbolic play, pretend play (alone, in role or with small world objects), cooperative role-play with others, fantasy and superhero play, physical play, rough and tumble play, risky play, or digital play. As each of these supports children's development and learning in different ways, the adults in early years provision should ensure that opportunities are available for all types of play and this will **be led by the class teacher** and will be closely linked to the theme of the week.

Outdoor Provision

'Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It gives children first-hand contact with weather, seasons and the natural world. Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.'

- At Parkside Community Primary School, we ensure that learning outdoors is given equal status as indoor learning and is planned for as an integral part of the play and learning provision for EYFS.
- The nursery nurse will plan the outside provision and a member of nursery will set up the learning in morning between 9 to 9.15 am. A member of staff from reception will put the resources away at the end of the school day.
- A **minimum of 2 members of staff** needs to be outside at all times if there are more than 8 children at any one time. Students are additional help but are not included as qualified staff.
- If at any stage during the day there are a large number of children outdoors, extra adult help can be called for and if most of the children are outside, more adults need to be outside, if possible (this should be determined by the lead professional in the unit).
- Children have daily access to the outdoor environment for both continuous provision and focused activities.
- Wherever possible, inside and outside should complement one another, and learning in one area should reinforce learning in the other.
- Planning links to our themes and literacy and math's learning, extending skills by providing opportunities on a larger scale.
- EYFS staff bear in mind the needs of all our children: girls, boys, different ethnic minorities and children with disabilities.
- We monitor and review the resources that are available, how they are set up and used to ensure that the Outside Area provides a rich Learning Environment that positively encourages Inclusive Education.
- The outdoor learning environment is set up daily as a stimulating and inviting space, which supports learning across all areas of learning both Prime and Specific areas and to promote Characteristics of Effective Learning.

Aims and Principles

Access all weathers

In wet /cold weather we will judge the merits of Outdoor Play on a day-to-day basis due to the nature of our external provision. If an area is waterlogged or icy it may be cordoned off to prevent the children getting too wet or the increased chances of injury. Climbing equipment is not to be used in icy and wet conditions.

Clothing

Children have wellies and waterproofs to allow access to outdoor play in wet weather. Sun cream and sun hats to be worn in hot weather as in line with the school policy.

Risk assessments

- Good risk management processes are in place, taking all reasonable steps to ensure that hazards to children are kept to a minimum. This does not mean removing appropriate experiences that have high developmental benefit; it does mean finding ways for children to engage in them without undue risk of harm
- Daily visual risk assessments are carried out by staff before the start of the school day to ensure the area and equipment are safe, this includes checking equipment for damage and removing litter, animal mess, fungi. Staff are to wear gloves to do this and waste is to be placed in a nappy bag, and to be disposed of appropriately.
- Any issues are reported immediately to the teacher in charge and/or the site manager and any actions to be taken to be communicated with all staff and as necessary to the pupils.
- The School's Insurance provision does not cover unsupervised siblings use of outside equipment (the child has not been taught how to use the equipment safely, or may have incorrect dress). No permission is given to siblings to play on outside equipment.
- In the event of a fire or the fire alarm sounding children will stop what they are doing immediately. They will then line up at the fire assembly point with the rest of the class and pupils with severe SEND needs or **physical disabilities will be identified by a high viz jacket.**

Role of Adults

Safety

- Staff outdoors must always be aware of the safety of the children in their care, be vigilant at all times and never leave the area for any reason unless another member of staff has taken over responsibility.
- Staff must be made aware of any medical needs of children outside. If an accident occurs outdoors, the pupil will be treated, and Meditracker completed. Only in exceptional circumstances, if there is a serious accident (such as a fracture), should children be cared for outside. In the event of a serious accident more staff will obviously be needed outside.

Role of the Adult Outside

EYFS staff believe that the following are important if Outdoor Play is to be exciting, stimulating and rewarding for all concerned:

- EYFS staff need to be actively involved for play to be successful interacting and collaborating with the children, and where appropriate to support, stimulate and feed ideas to children.
- EYFS staff need to talk with children, to listen to them, and to challenge them.
- EYFS staff need to act as role models, to support children in developing skills, and, in some situations, to teach them new skills.
- EYFS staff also need to act as role models to challenge stereotypes, and to challenge gender confirming attitudes. Sometimes their simple presence and participation at an activity will help raise the status of the activity.
- EYFS staff need to be able to observe, to monitor and to evaluate individual children's progress, and the way that groups of children play together.
- Most importantly they need to be able to respond to what they see and find out in as productive a way as possible where changes might be needed, and act on these needs.
- EYFS staff need to be aware of situations which might be dangerous, and if not able to prevent accidents, to be able to respond to them.

Rules about use of sand:

- Dugout not thrown.
- Damp down when drying out.
- Awareness of shade (heat from sand).
- Encourage children to keep sand in designated sand area.
- Children to help tidy the sand tray.
- Sweep sand around perimeter of sand tray after each session.
- Children will be asked to not use the sand pit - if play is inappropriate after explanation of safety rules.

Outdoor Water Play

- Water aprons to be worn. Water emptied at the end of each day - at home time to allow water to drain away and dry up. Staff need to be aware of the inherent danger of water play.

Track Bikes/scooters

- Will be kept in designated 'zones'.
- Adult intervention to reduce speed/risk of collisions.
- Discourage bumping.
- Encourage correct use of bikes.
- Children should not carry toys/objects while riding on the scooters or bikes.
- Check clothes to ensure laces/pull cords are not in risk of catching in wheels.
- Children should not climb or ride the wheeled vehicles in long clothing, or while wearing dressing up clothes/shoes.

- Bikes/ Scooters to be lined up against the shed at tidy up time.
- Staff to remove from use, any bikes that fall into disrepair, notify administration staff.

Planted Areas

- Prickles, protruding / broken branches etc. to be removed by care taker or employed groundsman.
- Fungi to be removed with gloves and bagged before placing in the outdoor bin.
- Children finding mini beasts, digging, planting using natural resources to build with to wear gardening gloves and be reminded to wash hands after use.
- Mud kitchen Children to use topsoil (as this is sterile). Any swept-up mud or sand be thrown away and not reused.
- Children to wash hands after use.
- Climbing equipment Pupils must wear appropriate footwear that provides good traction between feet and climbing equipment.
- If staff feel that footwear is unsuitable they will use their discretion to restrict a child from a particular area of the playground or wooded area.
- Children not to wear gloves when climbing.
- Children to be taught to make sure there is no one in the area they plan to jump off.
- To leave a gap between themselves and others.
- Children must not sit or climb on top of objects that are used for activities e.g. benches/tables /mud kitchen.
- Balls games and other small equipment Where appropriate, to be put out without other toys/equipment being put out in the same area, so that space is available to practice skills.

Tidying

- At the end of the session the area should be checked to avoid children being left outside unsupervised.
- We believe that, as with inside, it is important for children to be involved in tidying up the Outside Area.
- We are aware however, that Health and Safety Outside is crucial, and that good organisation in tidying the Outdoor Area is essential.
- To ensure that 'tidying up time' is both safe and educational, children asked to stop what they are doing and listen for instructions on how to help tidy up.
- Children are not to carry heavy equipment.
- Adults should work in pairs to lift heavy items.
- Items should be stored safely in the shelter.
- All equipment should be stored away sensibly and carefully, to allow for safe and easy removal next day

Transition

*High quality transitions recognise the importance of feeling “**known**”. Key to a high-quality experience for all children in the early years is ensuring continuity between home, key people and all the settings that make up children’s individual learning journeys.
(Birth to Five Matters, 2021)*

At Parkside Community School, we believe that it is important to make strong relationships with the parents for the benefit of the children. Before children start in our setting we carry out home visits and PVI visits. We hold ‘New Parent Meetings’ where expectations are set and invite parents and children to the setting. Our Family Support Officer has a key role in supporting our families and opportunities are utilised to implement early interventions.

30-hour sessions

The class teacher will be responsible for planning. The session will be an extension of the learning in the morning which is planned around the 7 areas of learning.

- Lunchtime for the pupils will be at 11.30 am and will finish at 12.45 pm.
- The pupils will use the EYFS outdoor garden for the lunchtime play.
- The afternoon session will start at 12.45 pm.
- The pupils will continue to have a key worker.

Food Hygiene

There is a designated area which is adequately equipped to provide healthy snacks and drinks for children as necessary.

- Toast is provided for the children for the start of the morning.
- The toaster is placed at a height where pupils can not reach it and a fire blanket is near to it.
- Grapes will be cut smaller to avoid choking
- Cups are provided if pupils need water
- All snacks are prepared for the pupils
- Knives have a safety cap and will be stored on a shelf, in a cupboard at a height away from pupils reach.