

Viking Academy Trust



EYFS Policy

Ramsgate Arts Primary School

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Signed:



Chair of Trust

EYFS Policy

The Viking Academy Trust

Schools in the Viking Academy Trust (VAT)

We start 2022-23 academic year with three schools in the Viking Academy Trust.

These are:

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This EYFS policy is for **Ramsgate Arts Primary School**.

Introduction

At RAPS we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. Children benefit from a strong partnership between practitioners and parents and/or carers (EYFS Framework 2022).

As children commence their journey at the Trust, we begin to develop and nurture strong positive attitudes to learning through our school values. From an early stage children are made aware of the school values and can talk about how these values can help them to be a good learner. We aim to ensure children are ready for the next stage of their education by aspiring for all children to reach at least an expected level in all areas of the Foundation Stage curriculum, unless a specific need has been identified. We aim for our provision to meet the specific and individual needs of all children in our care and we ensure it makes an outstanding contribution to the children's physical and emotional health, safety and wellbeing.

At RAPS we have a team of highly qualified, dedicated, professional and caring Early Years teachers and classroom assistants who plan and work closely together to provide a high-quality curriculum. Each reception class has 1 teacher and 2 teaching assistants. Every practitioner is aware of the individual needs, interests and stages of development for each child and will use this information to plan challenging and enjoyable experiences for each child in all areas of learning. Each area of learning and

development is implemented through planned purposeful play and through a mix of adult led and child led activities. Practitioners have been trained to respond to each child's emerging needs and interests, guiding their development through warm positive interactions, encouraging independence at all stages. The indoor and outdoor environment, including activities and resources provided, are reflected upon and modified regularly. This ensures children remain highly motivated and consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination and concentration.

The Early Years Foundation Stage

We follow the Early Years Foundation Stage Curriculum, which is currently statutory. The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child - every child is a confident, capable, and resilient learner.
- Positive Relationships - children learn to be strong and independent.
- Enabling Environments with teaching and support from adults - supporting interests and needs and help children to build their learning over time
- Learning and Development - Children learn at different rates.

The seven areas of learning and development are divided into three prime areas and four specific areas.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The three prime areas are:

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

These are then supported by specific areas that strengthen the prime areas. The specific areas are:

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

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning are interconnected. The way in which the child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Personal, Social and Emotional Development

RAPS has 7 clear values that underpin our children's' development learners. These are Autonomy, Collaboration, Diversity, Enquiry, Engagement, Aspiration and Challenge. In Reception within the first two terms these values are introduced to children through friendly characters who display these qualities. These values then guide the children's attitude to learning and feed into their personal, social, and emotional development. We monitor the characteristics of effective learning the children are displaying on a regular basis. In doing the above children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Communication and Language

We screen all children using the Language Link program within the first term of their entry into reception. This a fun laptop-based activity conducted one to one with our speech and language teaching assistant which gives us detailed information about each child's speech and language skills. It will highlight any children with specific speech and language delays and allow us to give them specific support within the classroom and individualised support with our trained speech and language staff if required. Parents are invited in to meet with our speech and language staff, if their child requires specific support, to ensure they fully understand their child's specific need. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. Snack time is used specifically to promote children's speaking and listening skills.

Physical Development

In the first term we focus on children's gross motor development. We have a daily 15 minute hall slot and use this to follow the BEAM program. This enables us to assess the capabilities of each individual child's gross motor skills and ensure quick progress. Once we have worked through BEAM as whole class, it is then used daily with those children who have not developed typically in this area. Once gross motor skills are secure our focus will shift to fine motor control. This will be delivered daily through teacher led and child initiated activities both indoors and outdoors. Children are given certain responsibilities to help them develop their health and self care. They are responsible

for washing fruit and preparing snack, are allowed to take controlled risks with tools in class and in the forest area. They also support adults with risk assessments each day, checking the indoor and outdoor areas are safe for use.

Literacy

Phonics is taught daily in EYFS. We follow RWI and are very proud of the impact phonics teaching has on the children's progress in reading and writing. We run reading and writing workshops with parents and parents are also invited in once a week to read in class with their children.

We use quality fiction and nonfiction texts when immersing children in a topic of their interest.

Mathematics

At RAPS we follow the White Rose programme and we use the children's interests to ensure that mathematics is made relevant to their lives. The children engage in mathematics activities in teacher directed, teaching initiated and child initiated times and partake in mathematical activities both indoors and outdoors. The teaching staff are aware of each child's capabilities in both number and shape and space and challenge them individually. Maths is interwoven into daily routines and is taught daily too.

Understanding of the world

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will be given opportunities to visit places of interest in their local environment and community. They will learn about living things, their environment, the world around them and the people who are important in their lives and significant people from the past. They will also learn about maps and how to navigate them. They will also learn about different cultures, beliefs and traditions. Children are given opportunities to develop computing skills and to work with and use modern technology. The EYFS has cameras, Ipads, laptops, beebots, remote control cars, easy speaks and torches for the children to use and explore.

Creative Development

Opportunities are set up for children to be taught new skills and techniques and then use their imagination to explore these new learnt skills in different ways. As an arts school, there are always a variety of materials freely available both inside and outside that allow children to create and construct on a small or large scale at any time they wish. We encourage children to think of the process over the end product. We also have a music, dance and art teacher who will work with the children one afternoon per week enhancing their understanding, skills, confidence and enjoyment of the arts.

The Cycle of Observation, Planning and Assessment

We hold the individual child at the centre of our planning. This is achieved through high quality, rigorous and sharply focused observations. It is vital that the observations conducted are used to inform future planning for that individual child and lead to progression for that child. This can be achieved by staff:

- Observing children in a range of child initiated activities
- Considering the examples of development as stated in the unique theme and identifying the stage on that child's developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development; taking into consideration the characteristics of effective learning. This may be acted upon straight away or written as a next step on the observation sheet.
- Following up on next steps through small changes in continuous provision, resources provided, individual or small group work with that child.

A record is kept of which children have been observed in which area of learning to ensure progression for each child is made across all areas of learning. Class teachers will read all observations conducted by the end of each day to ensure any modifications that need to be made to daily planning or the environment are acted upon immediately.

Baseline

Establishing a robust and accurate system to assess children's attainment on entry is key to knowing the progress that children make. All children are required to undertake the National RBA (Reception baseline assessment) which consists of a computer based programme for literacy and maths. Each assessment will be completed 1:1 with the child and class teacher and will take about 20 minutes per section to complete. We will use the information given from this to help build a picture of the whole child. Alongside this we will complete our own RAPS baseline which consists of RWI entry assessment, maths baseline and during the first few weeks of term we also undertake carefully planned observations to establish the children's levels of well being and involvement. These observations also contribute towards our baseline assessment of the remaining areas of learning. In early October we use all this information, plus information taken from Nursery transition and meetings with parents to assign each child in each area of learning either 'On track' or 'not on track'.

Tracking

Evidence of children's learning is kept using teacher judgement, photographs, and records of observations and samples of children's recorded learning in a learning journey. Information from parents is also included in this. On top of this specific literacy and numeracy tracking sheets are used to record the development of certain key skills e.g. the sounds and word the children can read. In October and April class teachers will use their knowledge of the child and the evidence collected to again assign each child 'on track' or 'not on track' for that time of year. A seasonal evaluation of EYFS is made by the EYFS lead in response to which teachers analyse the gaps in the data and respond appropriately. This information feeds into the pupil progress meetings that take place three times per year to discuss the progress and needs of all children with senior management. All practitioners will be expected to know how each child has progressed, any gaps in knowledge and the progress and attainment of vulnerable groups. There is a big emphasis on closing the gaps and practitioners will have to explain how they intend to close any gaps that are apparent.

In the final term of the year in which the child reaches age five RAPS completes the Foundation Stage Profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. It furthermore prepares Year 1 teachers for individual children's readiness, needs and next steps. The profile will reflect upon the schools on-going observation and relevant records.

The teacher will determine whether the child is meeting the expected levels or below expected levels of development. The child's level of development is assessed against the 17 early learning goals. The teacher will also make a specific statement about each child's characteristics of effective learning.

Moderation

Within our assessment and tracking system moderation is the key to ensuring assessment data is accurate and robust. Whenever summative data is submitted a number of moderation meetings will have taken place. Firstly, between class teachers, then with a member of SLT and finally with two other local Ramsgate schools. During term 5 and 6 moderation the year one teachers are also involved in the process.

Supervision, monitoring and CPD

We have a highly successful and well documented drive to improve achievement. In line with this the training and development of staff is highly focused and aims to have significant impact on improving outcomes for all children. We foster a culture of mutual

support, teamwork and continuous improvement. Every other week all EYFS practitioners are paid to stay for one hour after school to all meet together. During these meetings the EYFS Lead will deliver training or coaching where we feel it is needed, as well as inviting outside experts in to deliver specific training where required. This ensures all practitioners are up to date with current and relevant educational developments. During part of this meeting the practitioners from each class will meet to discuss any issues concerning children's development and well being within their groups. This allows us to identify solutions to issues as they arrive and to ensure all practitioners are aware of the needs and next steps for all children under their care. All training and discussions are recorded on log sheets and sent out in a weekly bulletin each week.

Transition

A smooth and happy transition into and out of reception is vital to a child's development. The process of starting at RAPS is carefully planned, in order to enable a smooth, anxiety-free entry to school life for both the children involved and their parents.

Once the child has a place at the school there will be a new intake meeting. At this meeting the parents will meet the Head of school, Early Years Lead and other relevant staff, they find out about activities, routines and are given the opportunity to ask any questions. All parents are given a copy of the EYFS policy and welcome pack which includes: transition information, and a photo book of the staff and setting to share with their child.

All children are invited to spend time in school with their prospective teacher and TA during the term before they start at a teddy bears picnic with their parent/carer and for settling sessions on their own. Where possible a member of the EYFS team will also visit pupils at their pre-school setting.

These occasions enable the children to gain familiarity with their teacher/TA, classroom and outdoor area, and also provide an opportunity for parents to be informed of school procedures and for individual queries to be dealt with by school staff.

- 1 In July and/or the beginning of the school year, each family is offered a home visit. This is an opportunity for staff to meet with the child and their parents on a one to one basis and in an environment the child and their parents feel most comfortable. The staff will bring toys from school for the children to play with and have a short questionnaire they will work through with the parents. This is a

unique opportunity for the staff to form a strong relationship with the child and their family

- 2 After this, entry is staggered with children starting in two groups before they experience school as a whole class. Initially, children attend for half a day only. The reception children have their own playtimes and assemblies until the class teacher feels it is appropriate for gradual introduction to activities involving Key Stage 1 children and ultimately the whole school.

Transition from Reception to year 1

A similar carefully planned transition occurs between reception and year 1. Throughout the final term, the year one teachers will do regular story time swaps. This allows them to see the daily routines and attainment levels of the children first hand. The Reception children will spend three full days with their new teacher in their year 1 classroom in July. The reception teachers meet with year one teachers in July to discuss each individual child in depth. In addition, in July the parents will have a chance to visit their child's new class with their child in order to meet their year 1 teacher. Any children for whom transition may be a problem can spend more sessions in their new classroom with a teaching assistant to accompany them. Children will also receive a transition booklet with photos of the Year 1 team and classrooms. The EYFS timetable is continued into the first term of year 1 to aid transition too.

Good Practice in Year 1

Throughout the whole school we aim to plan and deliver lessons appropriately, in keeping with the school's wider teaching and learning policy. However, there are some guiding principles that are felt by the school to be important, particularly when children first enter the year 1 classroom in September. These are;

- The start of the day routine should mirror practice in the Reception classes.
- There should be an initial focus on children's personal, social and emotional development with a strong focus on speaking and listening also being considered.
- The Foundation Stage Curriculum will be followed for those children not reaching an expected level of development.
- During the introductions to sessions, we aim to ensure that children are not sitting on the carpet listening for longer than 15 minutes.
- The layout of the Year 1 classroom should include space and resources so that children can undertake continuous provision, e.g role-play area, access to outside.

Parents as Partners

It is important within the Reception year to create a strong partnership with parents; something we aim to do from day one.

Parents are heavily involved in the transition process as detailed above. Once their child is settled into school we run workshops. These are run at the end of the school day ends and after school club is offered to enable all parents to attend. These workshops are about learning through play; Speech and language development and Reading with your child. These workshops all take place within term 1 and two.

Within term two there are optional workshops offered to parents by the SENCO and wellbeing team. The title of this workshop will depend on the needs of the children and their parents, as well as gaps identified by the school from the previous cohort.

Together with parents we complete the 'My Unique Story' for their child three times a year and this form provides a basis for the parent consultation. Within the form there are sections for the parents, children and teacher to fill in. This information is then discussed in a 20 minute consultation with the teacher and parent during which clear next steps are decided upon for the child and support at home is discussed.

Each term we also ask parents to complete a 'Love to Learn' challenge at home with their child. This challenge will feed into learning within school. It provides an opportunity for parents to enjoy some dedicated time learning with their child at home surrounding a topic that their child can then come and talk about in class with their classmates. In class each child will get to share their 'Love to Learn' book and talk about what they have been doing at home with their families.

In addition to this we have 'WOW moment' forms that the parents can fill out about their child. We ask parents to record any wow moments which are located in the cloakroom. These can be sent into class to be shared with the child's classmates and are then kept in the child's learning journey. This is the school's way of tapping into the parent's knowledge about their child and using it to form part of the assessment process.

Finally, each week we offer structured time for the parents to spend with their child within their classroom. Once a week we open the classroom up for parents to come in and read with their child in class. This may be sharing a book from the book corner or asking their child to read their reading book to them. In addition to this, we welcome the parents in for art workshops and topic enhancements throughout the year.

Safeguarding children

The health, safety and wellbeing of children are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice.

In the EYFS we adhere closely to the school's safeguarding and child protection policy and all staff are trained in accordance with this. These are available on the school website. The school ensures that practitioners and any other person who is likely to have regular contact with children are suitable. At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record books and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc).

The teacher of the class is the key person for all children in their class. Once relationships are established each TA within the class are given 15 key children each. Whilst all three adults in class still observe and teach all 30 children, the child's key person will monitor their key children's wellbeing on a daily basis.

We have one adult per class who holds a paediatric first aid certificate, as well as one lunch time supervisor. We also have a designated fire safety officer in each class.

Both classes will have a full-time classroom teacher, as well as 2 full time teaching assistants.

Staff will only let children go with individuals who have been notified to staff by the parent. Please see risk assessment for more details on this.

The reception classes follow the school policies and procedures regarding medicines, food and drink, accident or injury, fire safety, managing behaviour, outings, special educational needs, information and records and complaints.

Risk Assessments

We have specific risk assessments that are for the classrooms and outside environments that children will be exposed to. All staff are involved in conducting the risk assessment. Please see the risk assessments for more detail.

Intimate care

This section of the policy has been devised in response to the increasing number of children entering the Early Years Foundation Stage not toilet trained or with specific medical needs. It sets out the procedures we will follow in when nappy changing and in the case of a child accidentally wetting or soiling him/herself. It also states the roles and responsibilities of both the home and school.

We are an inclusive school and do admit children who are not fully toilet trained but we feel that it benefits the child if he/she is out of nappies or at least working towards this by the time they start school.

Parents are made aware that the EYFS team are on hand to offer advice on how to toilet train and are put into contact with relevant support if wanted. Parents are also asked to inform us of any medical condition which requires their child to need a nappy.

Questions and Answers

- Who will change the nappy/wet/soiled clothing?

The EYFS support staff

- Where will changing will take place?

This will vary depending on the need of the child. We have a disabled toilet, first aid room with changing bed and our own toilets in the classroom where changing can potentially take place.

- What resources will be used?

A changing area, aprons, gloves, blue roll paper, antibacterial wipes, nappy sacks, nappies, baby wipes, cream (when specified by parent/guardian)

- How will the nappies will be disposed of?

We will follow the school guidelines on this.

- What infection control measures are in place?

Staff will wear disposable gloves and aprons while dealing with the incident.

Blue roll paper will be put on the changing area.

Changing area will be cleaned after use.

Hot water and liquid soap is available to wash hands as soon as the task is completed.

Hot air dryer or paper towels are available for drying hands.

- What will the staff member do if the child is unduly distressed by the experience?

Staff will comfort and reassure the child, talk through what they are doing and ensure the change is complete swiftly to ensure the stress is not prolonged.

What will the staff member do if he/she notices marks or injuries on the child?

Follow the school safeguarding policy and report it to the DSL using the Trust's reporting procedures. When changing a child there will be at least 2 adults present.

Special educational needs

Care is taken to assess the needs of each child from the start of Reception and in liaison with pre-school, before a child begins their educational journey with us at RAPS. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.