

EYFS Policy

Sept 2024 – Sept 2026



Castle Bromwich Infant & Nursery School **Early Years Foundation Stage Policy**



At Castle Bromwich Infant & Nursery School we want all our pupils, parents & staff to feel safe, valued, happy, included and nurtured. Our aim is for all children to be able to be independent, critical thinkers who enjoy their learning and are able to succeed. We feel we can do this by providing a creative, inspiring, challenging and exciting curriculum that meets the needs of all learners. We strive to achieve this vision by working closely with parents, carers, governors and the wider community to encourage our children to be the best that they can be and to “Reach for the Stars”.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” EYFS Statutory Framework September 2014

The Early Years Foundation Stage applies to children from birth to the end of the reception year.

In our school, children join us, part time (15 hours mornings or afternoons in the academic year they are four and fulltime in the academic year they are five) The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Castle Bromwich Infant & Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school. All children at Castle Bromwich Infant & Nursery School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Welfare

It is important to us that all children in the school feel 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. At Castle Bromwich Infant & Nursery School we:

- Promote the welfare of children.
- Promote good health, work with families to prevent the spread of infection and taking appropriate action when children are ill.
- Work to manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Carry out risk assessments and maintenance to try to ensure that the premises, furniture and equipment is safe and suitable for purpose
- Offer stimulating environment so that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure that staff mobile phones are not used in or around our pupils and photographs taken follow our mobile phone and digital photography policy

We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We believe that “Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

Positive Relationships

At Castle Bromwich Infant & Nursery School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Parents as Partners We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school.
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering parent/teacher consultation evenings.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents:

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

We work to have very strong links with various feeder Pre-schools and Childminders and local Children's Centre.

Enabling Environments

At Castle Bromwich Infant & Nursery School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The Foundation Stage 1 & 2 each has its own outdoor learning area which we feel is vital to children's learning and the children have access to this area in all weathers. The pupil's ability to choose to learn both inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Learning and Development

There are seven areas of learning and development that must shape educational provision in Early Years settings.

All areas of learning and development are important and inter-connected. 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.

Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. **Specific Areas:** □ Literacy

- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Children have the opportunity to interact with adults, other children and the learning environment. The children have focussed learning opportunities with adults, extended learning through play with adults playing alongside and developing their learning and the opportunity to interact with the continuous provision (definition of continuous provision is to continue the provision of learning in the absence of an adult)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

At Castle Bromwich Infant & Nursery School we feel that if we can support our children in the earliest stages of their learning we are supporting the development of the building blocks for life-long learning.

Key Principles & Practices

CBINS Two Year Old, wrap around and before & after school provision (All Stars)

The registered person with Ofsted is the Headteacher, however the policies, practices and principles are embedded and managed by the All Stars leader on behalf of the headteacher and governors of the school. This leader is also responsible to the headteacher & governors for the care and development of three year olds when in the provision and for the before & after school care. The staffing ratios are in-line with the statutory framework for Early Years Foundation Stage

CBINS NURSERY (90 places)

Children are offered five mornings or five afternoons place in the Nursery in the academic year the child becomes four. The nursery is staffed on a one adult to ten children ratio. The staffing comprises of qualified teachers and teaching assistants who hold at least a L3 NVQ in childcare.

CBINS RECEPTION (120 places)

Children are offered a fulltime place in our Reception classes in the academic year a child becomes five years old. The school currently has four reception classes. Each class operates with a fulltime qualified class teacher and a teaching assistant who holds at least a L3 NVQ.

Children in All Stars and Nursery are assigned a key person and parents/carers are informed of the name of the person & their role. The key person supports/guides a pupil's parents/carer in the child's development at home.

Progress check – when a child is aged between two and three years of age. Our staff review a child's progress and provide a short written summary of their child's development in the prime areas. This summary will identify a child's strengths and areas in which they have not yet reached the progress expected. We also ask parents/carers to share the relevant information from a child's Health & development review with us.

Observation & Assessment

Each keyworker observes their pupils in EYFS to:

1. Accurately identify each child's current stage of development (using development bands guidance)
2. Plan for individual child's progress
3. Provide information to parents/carers
4. Identify if a child needs extra support
5. Provide transition information

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. Our staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Our staff use the children's interests to plan for themes for which the staff draw up medium term plans. In addition to this the children lead the short term activity planning on a day to day basis.

This fostering of the children's interests develops a high level of motivation for the children's learning.

The Planning objectives and the continuous provision set up for pupils within the Foundation Stage is based around the EYFS Development Matters Guidance Statements document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of each of their foundation years in school the children's progress is recorded and reported to parents/carers. Each child's level of development is recorded against the 17 Early Learning Goals.

Our staff work closely together to moderate their assessments and each setting has a 'Moving on Board' where next steps are put up on post-its and any staff member can work on the area of development for a child when playing with the child in adult focussed or child initiated tasks.

When children arrive in the setting (Little Stars) at two we gather evidence from parents/carers, other professionals and through observation to gain baseline data of a child's stage of development in the prime areas (this will be done within the first four weeks of attending our two year old provision)

When children attend nursery they are also allocated a keyworker. The nursery runs with two teachers and three Teacher Assistants. Within the first four weeks the keyworkers will assess pupils in the prime areas and literacy and mathematics. This will form a baseline for progress and for planning a child's next stages of development. Evidence is gathered from parents/carers, previous settings and observations. Baseline assessments are moderated by all EYFS staff.

Many of the children who attend reception will have attended our nursery and therefore we will have transition information to build a child's learning profile. Those pupils who have not attended nursery are assessed with their first four weeks.

The school has identified key performance indicators to help us to make accurate judgements in each development band.

Safeguarding

All staff have received the relevant safeguarding training and the school has three staff trained to the level of designated person for safeguarding. If any member of staff has any concerns they must report their concerns immediately to the designated persons who are **Headteacher** and **Deputy Headteacher**. If for any reason they are not available then go to CFSW and if this is during holidays and Holiday club is running then the All Stars leader. **It is every member of staff's responsibility to safeguard children so if you have any concerns that either cannot be dealt with as above or you still have concerns it is your duty to take this to LSCB immediately.**

Medicines

In-line with our school's administering medicine policy, we will only administer medicine that is prescribed and usually only when it is required four times per day and therefore cannot be fitted around a child's attendance at school. Other prescribed medication will need a care plan drawn up by the school nurse and written permission of parents/carers.

We expect parents/carers to inform the school if their child is unwell and we require parents to keep their contact details up to date so that the school can contact parents at all times. In order to reduce the spread of stomach bug infections we request parents/carers to keep their child at home until 48 hours has passed since the last bout of sickness.