

Welsh House Farm Community School

Early Years Foundation Stage Policy



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the Statutory framework for the early years foundation stage (July 2023)

3. Structure of the EYFS

At Welsh House Farm, the EYFS (Early Years Foundation Stage) includes the children in our Nursery and Reception class.

Nursery Class includes children who are aged 3-4 years old. Entry to Nursery Class is in September for most children. However if we have space we open up admission in January to children (called 'early risers') the term after their third birthday. This means that some children will complete five terms in Nursery class.

Nursery is operated on a part time basis (15 hours) and is open Monday, Tuesday from 8:30am until 3:15pm and Wednesday 8:30am until 11:55am. All children stay for dinner on these days.

Reception Class includes children who are aged 4-5 years old. Entry to Reception Class is in September at the beginning of the academic school year. The school hours are from 8:30am until 3:15pm and all children stay for dinner.

4. Admissions

Nursery Class

Parents are invited to complete an application form held in the main school office. The child's name is then added to a waiting list.

In the second half of the Spring Term we offer our Nursery Class places. Offer letters are sent by post and parents are asked to respond within two weeks.

Induction and settling in

In the Summer Term, parents are invited into school for a Parent Information Session, during this session a PowerPoint presentation is shared with parents setting out important information about their child starting nursery. At this meeting, admission packs are completed and home visits for new children are arranged. Children and parents are then invited in for a 'Stay and Play' session which takes place across one day over two sessions. The children are split into two groups for am and pm sessions.

Also in the Summer term, home visits take place for Nursery. For the first week of the Autumn Term children start nursery on a part-time basis. This helps to settle the children into nursery and is organised into the same groups as the stay and play am and pm sessions.

An example of the first three weeks may look like this...

Monday, Tuesday and Wednesday - 8.30-11:00 am session

Monday, Tuesday and Wednesday - 1:10-3:10 pm session

If a child is very unsettled, a meeting is held with their parent and an individual plan is set in place to meet their individual needs. Nursery times can sometimes be shorter and are planned to meet the needs of the specific cohort.

Reception Class

Places are allocated by Birmingham Local authority. Parents apply to their local authority. See www.birmingham.gov.uk (school admissions).

At Welsh House Farm, parents are always welcome to come and look around our Foundation Stage and meet our staff. Visitors are asked to book an appointment via our school office. There are also open afternoons stated on our school website in October.

Induction and settling in

In the first half of the Summer Term, letters are sent out to new parents informing them of the Induction plans for the Summer and Autumn Term. In this letter, we ask parents to bring in a copy of their child's birth certificate.

In the Summer Term, parents are invited into school for a Parent Information Session, at this session a PowerPoint presentation is shared with parents setting out important information about their child starting school. At this meeting, admission packs are completed and home visits for new children are arranged.

In Summer 2, home visits for Reception take place (children who are new to school). Children and parents are then invited in for a 'Stay and Play' session which takes place across one day over two sessions. The children are split into two groups for am and pm sessions.

In the Autumn Term children start school on a part-time basis for one week. This helps to settle the children into school and is organised into the same groups as the stay and play am and pm sessions.

An example of the first two weeks may look like this...

8.30-11:00 am session

1:10-3:15 pm session

If a child is very unsettled, a meeting is held with their parent and an individual plan is set in place to meet their individual needs.

5. Curriculum

Curriculum in Early Years

At Welsh House Farm we aim to provide our children with the best possible start to their education. We provide an education which is abundant with memorable experiences and wonder, allowing children's natural curiosity and creativity to '**grow and flourish.**' We ensure that our children are equipped to meet the challenges of the modern world with purposeful acquisition of knowledge and skills. This combination enables our children to have the best chance to become confident, independent, and happy individuals ready to succeed and embrace their next challenge.

The Early Years Foundation Stage (EYFS) focuses on children from birth to the end of their Reception year. At Welsh House Farm, the Early Years Foundation Stage includes all children in our Nursery and Reception classes.

Throughout Nursery and Reception, we follow the curriculum as outlined in the Statutory framework for the early years foundation stage (July 2023) supported by non-statutory guidance set out in a documents called 'Birth to 5' (2021) and 'Development Matters (revised - September 2023)

The Characteristics of Effective Learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The Characteristics of Learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's Characteristics of Effective Learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

At Welsh House Farm we look for, and develop Characteristics of Effective Learning. They are as follows...

Playing and exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."
- Make independent choices.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning
- Respond to new experiences that you bring to their attention.

Active learning

- Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens
- Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit
- Keep on trying when things are difficult.

Creating and thinking critically

- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
- Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.
- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. We focus on developing the children's skills in the Prime Areas first, and then the Specific Areas. 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 Prime Areas are:

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

The Prime Areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

6. Phonics in Foundation Stage

We use the **Little Wandle Scheme** to teach phonics. Children are taught daily following the planning from Little Wandle and skills are consolidated during free-flow activities throughout the week.

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.Please see our phonics and early reading policy for more information.

7. Planning

We have 6 overall themes across the year which have been chosen to support the delivery of a broad and balanced curriculum. As well as following the Little Wandle Phonics scheme we also follow the White Rose scheme for maths. Maths sessions are delivered every afternoon. To support both reading and writing we follow Pie Corbett's 'Talk for Writing' scheme. We use the Jigsaw scheme to deliver PSHE and RE sessions.

Teachers complete weekly planning which highlights ideas for continuous provision to support the learning in class as well as adult focuses. Planning aims to equip the children with the skills and knowledge needed to prepare them for the next stage in their learning. It also addresses any gaps and misconceptions observed. This fits in with the whole school journey and therefore whilst at Welsh House Farm School, children cover a wide range of themes.

Planning can be fluid and can often change in the moment to follow the interests of the child. We plan first hand experiences, which include a wealth of educational trips and visitors to inspire and ignite curiosity.

Staff take into account the individual needs, interests and stage of development of each child in their care, and use this information to ensure all experiences are challenging and enjoyable. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies where appropriate.

8. Enabling Environments

At Welsh House Farm staff plan and create learning environments to play a key role in supporting and extending our children's development. We believe that both the indoor and outdoor environment act as **third teachers** providing opportunities for children to feel comfortable and have the freedom and confidence to explore and learn. Our environments are rich, exciting and challenging and follow the interests of the child. Through play, children encounter all areas of the curriculum and have the opportunity to practise what they are learning.

9. Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Planned teaching of phonics is taught in the morning, maths is taught in the afternoon. Talk for writing is also focused on daily. Children learn the model text off by heart and complete drama, reading and writing activities. Music and PE is also taught by specialist teachers. Reading practice sessions are implemented when the children are ready following the phonics scheme. There is also a weekly PSHE and RE lesson timetabled.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities/small group sessions to help children prepare for more formal learning, ready for year 1.

10. Behaviour

In Foundation stage, we follow the whole school approach (see Behaviour policy). As we are a TIASS (Trauma Informed Attachment School) we also use the scripts, resources and procedures associated with this.

11. Assessment

Observation and assessment is at the heart of effective early years practice. At Welsh House Farm, we believe that every child is a unique, active and a developing human being.

Assessment for very young children relies heavily on the practitioner's knowledge of child development, and in line with statutory regulation; it also has regard for the statutory Early Years Foundation Stage (EYFS) framework for children from birth to age 5 and closely related to planning.

The following assessment procedures occur across the academic year:

Home Visits

Once offers for places have been made, we arrange home visits. These are carried out by the Nursery/Reception Class teacher and our home school link worker. The visits take place at the end of the Summer Term and early Autumn Term. One member of staff will make initial observations and assessment of the child in a familiar environment, and the

other will talk to the parent/(s) to establish the background of the child including interests and any other necessary information.

Play and Stay sessions

In the summer term we arrange stay and play sessions for both parents and children. Practitioners use these sessions to get to know parents and children and establish interests. This information is used to plan for the September Induction where children start school on a part time basis. During the settling in time practitioners get to know the children in smaller groups and begin to establish routines and expectations.

Wellcomm Assessment

Wellcomm Assessment is administered by staff every September for all children. Children who are not working at age appropriate level then receive early intervention to help overcome any difficulty. Wellcomm Assessments are then completed again in the Spring and Summer Term for those children who were not age appropriate. If a child was assessed as being age appropriate they will not be assessed again. Where Wellcomm intervention groups are required, assessment may need to be administered more frequently to monitor progress and to set appropriate targets. Children who join our school at a different point will be assessed once settled.

Baseline Assessment

A Baseline Assessment is carried out in the first 6 weeks of the child starting the setting; staff observe the children and use their professional judgment to assess which age band the child is best fit/working at across the 17 EYFS areas of learning. Once observations and evidence have been collected, all staff meet together to discuss and internally moderate and agree these judgments.

Alongside this reception children also complete the government RBA (Reception Baseline Assessment) in the first six weeks. For more information, please visit the following website <https://www.gov.uk/guidance/reception-baseline-assessment>

Expected Entry Levels for the Early Years Foundation Stage are:

Nursery - 0 - 3 Years (High)

Reception - 3 - 4 Years (High)

Children below and well below the expected level

If a child is identified as working well below development that is typical for their age, practitioners will pass on information to the SENCO (Special Educational Needs Coordinator). The SENCO will then arrange for further specific assessments to be made, which may include the involvement of outside agencies.

Formative Assessment

Assessment is ongoing and as the year progresses, children are monitored on their development and progress in all areas of learning.

Examples of children's learning, showing their individual level and stage of development, are built up throughout the year using Tapestry. Provision is made for daily observations and assessments through experience and play. Progress is recorded by - observations, staff notes, photographs, children's and parent's comments and examples of their creative and written work which may be supported by staff or initiated by the child and completed independently.

Ongoing formative assessment is imperative to ensure that planning for progression is accurate and individually tailored to the meet the needs of the individual child.

All Practitioners will:

- ✓ Observe children – as they act and interact in play; both adult and child initiated activities provide opportunities for interaction.
- ✓ Assess children – to identify where each child is in relation to their own developmental pathways (EYFS framework/Birth to 5/Development Matters).
- ✓ Plan for children – consider how to plan for each child to progress along their developmental pathways. Staff are encouraged to use sections from Birth to 5/Development Matters/ EYFS framework/ headed examples of how to support this.

Summative assessment

Nursery

- ✚ Termly assessment of mark making/writing and reading-staff write an observation for each child and include this on to Tapestry.
- ✚ Math's observations are completed every term and recorded on to Tapestry.

Reception

- ✚ Half termly phonics assessment
- ✚ Termly Writing Assessment - staff write an observation for each child this is recorded in the child's writing assessment books which tracks their writing journey up until Year 6
- ✚ Focus maths observations and assessments

Summative Assessments are carried out 3 times per year including baseline.

After internal moderation and agreement of results intervention is carefully planned to ensure that children catch up quickly.

Progress and Attainment

Progress and attainment is recorded on to our tracker called eyfstracker.com.

Yearly Progress

Expected progress for Nursery is 3 steps across the year and for a typical child might look like this....

Baseline	Aut 2	Spring	Summer
0 – 3y H	3 – 4y L	3 – 4y M	3 – 4y H

Expected progress for Reception is 3 steps across the year and for a typical child might look like this....

Baseline	Aut 2	Spring	Summer
3 - 4y H	4 – 5y Reception L	4 – 5y Reception M	4 - 5y Reception H ELG (Sum 2)

At the end of the academic year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING (1), EXPECTED (2). This data is then submitted to the Local Authority.

12. Working with parents

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

We invite parents to take part in class inspire workshops in Autumn, Spring and Summer Term. Parents are invited in to discuss progress and attainment at parents evening and these are also held in the Autumn, Spring, and Summer Term. We invite parents to join in with live learning sessions where appropriate. In some cases where children need extra support at home we ask parents to come into school and watch a short demonstration of how they can help their child at home.

As a school we use a programme called 'Marvellous Me', this is used to communicate with parents. Teachers award children with badges for achievement. They can send messages and reminders to parents about, homework, trips and book bags. This information is sent in the form of a text message to keep parents up to date.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents are regularly updated about their child's development and how they are progressing.

Each child is assigned a key person, in our setting this is the class teacher who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

The Early Years section of our website provides a wealth of information for parents and carers to access.

13. Safeguarding and welfare procedures

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

14. Intimate care

See intimate care policy

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

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

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

Appendix 2: Intimate Care Policy

Policy statement

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- When home visits are conducted if a child is still wearing nappies or pull-ups. Parents are asked to seek advice from their health visitor. This is to help children to be toilet trained before they enter our nursery.
- If a child starts nursery and is still wearing nappies or pull ups. We will meet with the parent to agree an intimate care plan and prior permission from parents must be sought before any intimate care procedures are carried out. (see appendix 1)
- Key persons are aware of the young children in their care who are in nappies or 'pull-ups' and those children who have occasional accidents.
- Young children should wear 'pull-ups' or other types of training pants as soon as they are comfortable with this and their parents agree.
- We have a changing station in our middle room which may be used to lay young children down on if they need to be changed. Our changing area is warm, with no bright lights shining down in children's eyes. Each child's bag is collected before changing so their nappies, pull ups and changing wipes are to hand.
- There must be two members of staff to change a child at all times.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. New gloves are used each time a new child is changed.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing bed.

- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet.
- We encourage children to wash their hands, and have soap and towels to hand.
- Children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for parents to take home.

Intimate Care Plan	
Childs Name:	
Year Group:	Date:
Staff Ratio: 2	Procedure:
Toilet arrangements: <ul style="list-style-type: none"> • Equipment (changing bed) • Childs own changing bag to include spare clothes, nappies, wipes and bags. • Aprons • Plastic gloves • Nappy bin • Suitable cleaner and cloths 	Staff names:
Targets for Independence	
Parents/Carers Signature:	Staff:

