



# Shalom Noam Primary School

## EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

27<sup>th</sup> September 2023

Head of Early Years: Tina Lubelsky

## **Introduction**

*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*

*Statutory Framework for the EYFS- Department for Children, Schools and Families 2023*

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Shalom Noam Primary School children are admitted to Nursery in the September following their 3<sup>rd</sup> birthday and Reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Shalom Noam Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is an integral part of a child's life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

## **Aims & Objectives**

We aim to support all children to become independent and collaborative learners. We provide a broad and balanced curriculum that enables each child to develop personally, socially, emotionally, spiritually, physically, creatively, and intellectually to their full potential.

At Shalom Noam Primary School, we:

- Provide a happy, safe, stimulating, and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant, and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.

- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

### **Legislation**

This policy is based on the requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) that applies from September 2021

### **Curriculum**

**The Early Years Foundation Stage is based on four themes:**

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

#### **A Unique Child**

At Shalom Noam Primary 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 and 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 and believe that every child matters. All children at Shalom Noam Primary School are treated fairly regardless of race, gender, religion, or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

#### **Positive Relationships**

At Shalom Noam Primary 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/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at during induction sessions.
- Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing in the EYFS at Noam.
- Outlining the school's expectations in the Home-School agreement.
- Providing an induction meeting for parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the link books and class newsletters.
- Sending home 'Mitzvah notes' designed to enable parents to record outstanding achievements.
- Publishing a Curriculum detailing the areas of learning and the overarching theme of the term or half-term as well as a class newsletter.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies and school plays.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g., hearing readers.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school, and parents e.g., Parent and child reading event, show and tell.

### **Staff**

Nursery – 1 class teacher, 3 Nursery practitioners.

Reception – 1 class teacher and 2 teaching assistant and 1 Kodesh teacher.

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

## **Enabling Environments**

At Shalom Noam Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure, and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions, and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

## **Learning and Developing**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2023.

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 interconnected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across several learning areas. In addition to the seven area of learning we also endeavour to integrate the Kodesh curriculum in all areas. E.g., When learning about the ten plagues we will set up investigations in relation to how to turn water different colours, look at mini beasts and number work around the number 10.

They require a balance of adult led and child-initiated activities for most children to reach the levels required at the end of EYFS. 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.

The three Prime areas are:

- 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

- Understanding the world
- Expressive arts and design

Children’s development levels are assessed as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child’s progress in any of the prime areas gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child.

Nursery and Reception pupils also participate in daily phonics session, following the guidance in the “Little Wandle” document and in line with school policy.

### **Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and ‘have a go’.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Intent**

At Shalom Noam Primary School we recognise and celebrate that each child is unique and comes to us with a range of different experiences. Our provision supports the strong Jewish Values of our families, whilst opening up the world to our children and helping them see beyond their own experiences. We do this through a Power of Reading model with books at the heart of our teaching and individual experiences as an outgrowth. We believe that by promoting books, we will encourage the children to develop a love of learning and become independent learners. Our curriculum has a strong flexible element as we assess and understand what the children need to progress and what their interests are.

It is important that we value the strong Jewish background, culture and traditions our children come from, whilst teaching them respect, tolerance and understanding as well as all British Values.

We make sure that we know every child as an individual and work closely with parents and families so that children at Shalom Noam remain at the centre of our curriculum. At Shalom Noam, we follow the Early Years Curriculum (November 2023). This is based on

Development Matters, the government's non-statutory curriculum guidance for the Early Years Foundation Stage. There are seven areas of learning which we cover:

- personal, social and emotional development.
- communication and language.
- physical development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

### **Implementation (Planning)**

We implement the Early Years curriculum through a balance of visual, auditory and kinaesthetic resources. We create play based learning and create topics around children's interests, incorporating Jewish festivals and values. Children have secure and effective relationships with the adults in our Nursery and Reception and this supports children giving them the confidence to explore new concepts and take part in new experiences.

They develop their confidence and love of learning by exploring their interests, skills and knowledge through high quality continuous provision, both indoor and outdoor and carefully planned guided activities. Children make progress with the support of sensitive guidance from adults in nursery and reception and we adapt provision to meet the needs of our children.

We love books and choose core texts in a cross curricular way to stimulate children's learning. We also have a balance of child initiated and guided activities, whole class carpet sessions for shared learning. Phonics is taught daily regularly and we ensure our daily phonics sessions are fun, interactive and memorable and that new learning is supported and consolidated in the continuous provision.

We teach children how to manage their emotions through support from adults who are invested in their wellbeing and linked to topics. We adapt our continuous provision to reflect and support our children and their needs and emotions.

We quickly identify areas of development or need in children's learning and adapt our provision to meet their needs. This is done through general observation and tracking on Target Tracker.

We identify children with needs and provide early interventions when necessary and we identify children's individual skills and extend them.

### **Impact (Observations and Assessment)**

Our children move on from Early Years with skills and school readiness they need for Year 1 and beyond. We aspire for all children to achieve GLD and make good individual progress in all of the seven areas. The children will have a strong knowledge of their culture and traditions, form positive relationships, recognise and understand boundaries and initiate their own experiences, create and solve problems, experiment with ways of using equipment and materials, practise and refine skills and have good reading, writing and maths skills as well as to communicate well and talk about what they have learned and their experiences. They will on their journey to becoming independent learners with a strong love of learning.

### **Early Years at Shalom Noam**

Although our Early Years has a separate curriculum, is not a separate entity. Our aim is that there should be clear progression from Early Years into National Curriculum (more formal) learning in Year 1 and beyond. Subject leaders are aware of the Early Years Curriculum and the progression involved.

Staff in the EYFS attend CPD sessions with the rest of the school staff. They also attend separate external training as necessary and have internal CPD as well as supervision.

Our EYFS is part of our whole school community and the children and staff engage in whole school events and special activities along with the other year groups across the school.

We record each child's level of development against the Early Learning goals in the 17 aspects as Emerging or Expected. We make regular assessments of children's learning which is entered onto Target Tracker. We use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. The teacher keeps progress records and learning journals and records examples of each child's work.

Tracking grids are updated at 3 times a year (December, April, and June - FSP). They are reviewed in July to pass accurate data onto the next teacher. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be 'emerging' or 'expected' within the Development Matters age-bands.

The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.



Parents receive an annual written report that offers brief comments on each child's progress, the child's strengths, and development needs, and gives details of the child's general progress. We complete these in June and send them to parents in early July each year.

**The Learning Environment** -The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside area across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor classroom area as well as its own playground. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

### **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

Starting Nursery - The children are invited to come into school to meet their new class teachers and other children in their class. They will spend an hour in their new class. Parents are welcome to stay to help the children to familiarise themselves with their new environment. The Parents will take home an information booklet and the children will have a picture booklet of the nursery setting.

In July staff make a home visit so that the children are familiarised with staff and for staff to gain any new information and develop formal relationships with parents. It is important that staff can see how the children behave in their home setting.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Purchase book bag

New class session - The children are invited to come into school to meet their new class teacher and other children in their class. They will spend an hour in their new class. This means that before they join their new class the Reception environment is already a familiar place to them.

Arrangements are also made for the children's new class teacher to visit them in their current

nursery setting and where necessary to make a home visit.

September Intake – Reception children all start on one day. We try to ensure that this is a Monday or Tuesday to help with the settling in process.

For Nursery when children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- Children will attend either a morning or afternoon session over the first week.
- During the second week, and thereafter, children will attend for the full school day unless Foundation staff and parents or guardians agree that it is not in the best interests of an individual child.
- Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend some time in their new class during the summer term.

### **Safeguarding & Welfare**

*'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.'*

*(Statutory Framework for EYFS 2023)*

At Shalom Noam Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023.

- To provide a setting that is welcoming, safe, and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture, and equipment is safe and suitable for the purpose it was intended for.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Shalom Noam's Safeguarding Children Policy).

Good Health - All children are provided with milk each day. They always have access to water.

Intimate Care - "Intimate" care is any care which involves washing, touching, or carrying out invasive procedure that most children can carry out themselves. Children must be toilet trained unless exceptional circumstances, However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene, and it is good practise for the school to note down when a child requires intimate care.

If a child is unwell the staff, follow the following procedure.

1. Temperature taken.
2. Parents informed child feeling unwell.
3. Decision made if child needs to go home.
4. Where necessary parents given advice on length of absence. (Including any infection illnesses).

School policy followed for administering medication including written parental/ guardian permission and a clear record of date, time and dose is made. If needed medical training will be given to relevant members of staff. E.g. EpiPen training and diabetic training.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins reception at Shalom Noam.

### **Monitoring and Review**

It is the responsibility of those working in The EYFS to follow the principles stated in this policy. The Headteacher and Head of EYFS will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process. This policy will be reviewed in November 2024 or as necessary.

<b>Headteacher:</b>	<i>Closin</i>	<b>Date:</b>	
<b>Chair of Governing Body:</b>	<i>M Rose</i>	<b>Date:</b>	