

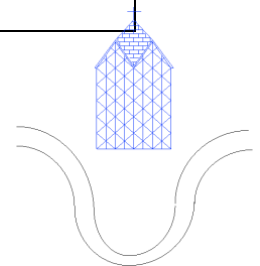




ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leaold Street Row London E3 4L A

Policy Version Control
EYFS 2022

Version no	Amendments	Approval date
2	Additional information about dealing with incontinence, transition to Y1, practitioners and Y1 and introduction of the Tapestry tracking tool.	25.01.18
2	No changes	12.02.20  BENJAMIN ROACH
3	Additional information relating to the updated EYFS framework, the introduction of new OPAL assessment system, amendments to information regarding parent consultations and reports.	14.06.22  BENJAMIN ROACH



St Paul with St Luke C of E Primary School

Early Years Foundation Stage (EYFS) Policy.

The Vision of our school

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so shall we love.

We nurture all in our welcoming community.

We go above and beyond to help each other to be their best.

The Governors and staff at St Paul with St Luke Primary School recognise the importance of Early Years Education as the foundation upon which children build the rest of their lives. St Paul with St Luke Primary School is a Church school aiming to develop each child to his or her full potential. Early Years education is concerned with the physical, social and emotional, aesthetic and cognitive development of the individual, with no one area standing in isolation from the others. EYFS education is based upon four themes outlined in the most recent DfE framework:

The EYFS is based upon four themes

1. **A unique child**
2. **Positive relationships**
3. **Enabling environments**
4. **Learning and developing**

A Unique Child

At St Paul with St Luke Primary School we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Inclusion

All children and their families are valued at St Paul with St Luke Primary School. Children are treated as individuals and have equal access to all provision available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is called upon for further information and advice. We collect additional information, including information on weaning and toilet training, from parents before children join our setting in order to be best placed to plan for all individuals.

Positive relationships

All children are allocated a Key person during their time in our Nursery and Reception classes. This adult completes a home visit prior to the child joining the setting which, alongside daily dialogue between them, the child and the family, fosters and supports positive home and school relationships. Developing a positive relationship and secure attachment with their key person enables the child to feel safe, and have their emotional needs supported. We recognise parents are the child's first and foremost educators and we aim to develop strong links with them. We do this by:

- Staff completing a home visit record with parents in their home

- Encourage them to settle their child when they first enter the setting, and set up a staggered timetable for the children to start so staff have a better opportunity to get to know each child
- Encourage parents to come into the classroom with their child at the start of each day so that they can see the learning taking place and engage in this with their child
- Hold parent spotlight consultations at 6 month intervals
- Share children's special books with parents
- Hold half termly parent workshops to support their work at home
- Provide OP&L starting points report (within 6 weeks of starting) and Spotlight reports at 6 month intervals.

Enabling environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged.

The children have daily access to an indoor and outdoor environment which covers all areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on an online journey or in spotlight reports. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed, to further individual learning.

Learning and developing

At St Paul with St Luke Primary School we recognise children develop and learn in different ways. Effective learning and teaching is supported through

- The understanding that staff have secure knowledge of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- The carefully planned curriculum that helps children to achieve well.
- The provision for children to take part in activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and to develop independence and self-management skills.
- To support learning with appropriate accessible space, facilities and equipment both indoors and outdoors, including the effective use of ICT. The identification, through observations of children's progress and future learning needs, which are regularly shared with parents.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage Curriculum Framework (September 2021), provides a structure of learning opportunities through which we develop the different aspects of early education. These include:

Three prime areas of:

- **Personal social & emotional development**, Self-Regulation; Managing Self; Building Relationships
- **Communication and language**, - Listening, Attention & Understanding; Speaking
- **Physical development**, - Gross Motor Skills; Fine Motor Skills

Four specific areas of:

- **Literacy**, - Comprehension; Word Reading; Writing
- **Mathematics** –Number; Numerical Patterns
- **Understanding the world**, - Past and Present; People, Culture and Communities; The Natural World
- **Expressive arts and design**, - Creating with Materials; Being Imaginative and Expressive

Curriculum

In EYFS at St Paul with St Luke Primary School the curriculum is delivered through a based curriculum approach. In this curriculum children are taught and have planned learning opportunities, both inside and outside, which cover all areas of learning and development through a range of high quality texts. These texts are selected based on the children's interests or needs and include a range of familiar stories, rhymes and non - fiction texts which greatly support the development of pupil's language, particularly the acquisition of new vocabulary, and understanding.

Assessment

Assessment is completed on entry, during and at the end of the EYFS.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff will be involved in daily observations and assessments throughout the Early Years; this will include child initiated tasks and teacher led activities in the inside and outside learning environments. Observations are completed on ipads using the Tapestry tracking tool, which includes photographic evidence, videos and captions. Practitioners do not spend unnecessary amounts of time writing observations or gathering evidence of children's learning, as we believe if we are **capturing** the moment, we cannot be **part** of the moment. Children select examples of their learning each week which they add to their special books. This provides a log of their progress and their interests.

At SPSL we use OPAL (Observations of play and Learning) as our assessment system from Nursery to Reception. The principles behind OPAL is that it is; **Effective** (A method of assessment that ensures that all children are supported in reaching significant milestones); **Meaningful** (The observations inform our everyday practice and curriculum. By gaining an insight into childrens' thinking, feeling and needs, we can plan our environment and actions to provide future possibilities for learning); And **Principled** (focus is on *observing to understand children*. Not to test children or seek unnecessary knowledge).

The OPAL milestones track child development at every 6 months of a child's life until 66 months. Children are assessed in the month when they reach milestone age and assessment therefore indicates if a child is reaching the milestones they should typically be meeting for their age (rather than end of year expectations). On entry children will have an OPAL starting point completed within the first six weeks to identify children's starting points and those not meeting milestones. Children are then given a 'Spot Light' when they reach the age of the next OPAL Milestones. Practitioners will spend time observing children's play and learning. When an OPAL spotlight is completed actions will be planned to promote thinking and learning to support the child's development. Practitioners will meet to share what's next for the child. Staff then meet with the parent to discuss current knowledge and plans and to share observations of the child at play. Staff then review this two months later and evaluate plans set for the children.

In accordance with all school, children entering Reception will complete the Reception Baseline Assessment within 6 weeks of starting. The EYFS Profile is completed at the end of the Reception year. This indicates whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). If a child has an outcome of 'emerging' for one or more

ELGs, it is a description of the child's level of development and does not mean the child has 'failed'. Children are defined as having reached a **Good Level of Development** (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning (communication and language, physical development and personal, social and emotional development) and the specific areas of mathematics and literacy.

Transition to year 1

Practitioners and year 1 teachers work together to ensure that a child's transition between the EYFS and year 1 is seamless. Early years practitioners make sure children's experiences in the final year of the EYFS (Reception class) prepare the ground for year 1. It is important that year 1 builds on the successful principles and approach encapsulated in the EYFS.

EYFS practitioners and year 1 teachers are given time to discuss and expand on the information presented in the EYFS profile. In particular, the characteristics of effective learning narratives will give teachers significant details about each child's learning and development.

Practitioners provide additional information about each child's attainment to help teachers plan an effective curriculum and make provision for all children. This will enable the year 1 teacher to have a fully rounded picture of the attainment of each child in order to plan the curriculum. Year 1 teachers are involved in EYFS profile moderation so that they understand the judgements made by early year's practitioners.

Practitioners and year 1 teachers

Practitioners and year 1 teachers work together to build a consistent, shared understanding of what the ELGs mean via internal moderation activities. We work with practitioners from groups of schools to moderate between us. We believe it is particularly important that year 1 teachers understand the EYFS profile, so that they can make effective use of it to inform their teaching. Year 1 teachers are encouraged to be at moderation events in the summer term.

Continence and Intimate Care

We follow the guidance given to us by the *Integrated Early Years' Service (2017)*

For children whose continence or toileting problem first presents itself at school, it is important that staff discuss the issues with parents and do not make presumptions regarding the cause. The teacher or support staff should seek the advice of the EYFS Coordinator and then the SENDCo.

Other issues we consider at St Paul with St Luke in managing a child's continence are the following:

- Independence: what is required of the support staff to ensure that the child can be as independent as possible? For SEND pupils this may mean training from an Occupational Therapist or special equipment such as a hoist or adapted toilet seat.
- Toileting times: does the child need to be prompted at regular intervals, or does the child initiate toileting? This must be considered depending on the age and needs of the child.
- Communication: how does the child let you know they need the toilet? Some children are extremely embarrassed so a discreet method will aid the child to have more confidence to use the toilet when they need to.
- Facilities: the environment, facilities, privacy and the distance to an appropriate toilet need to be taken into account to allow adequate time for toileting to be undertaken; children will often have valid reasons for not wanting to use a certain toilet, for example if it has no lock.
- Manual handling and lifting: does the child need to be hoisted when toileting or for nappy changing, is this manageable by one person, and is any training needed?

Guidelines:

- The Key person should be encouraged to change their key children where possible. This supports continuity for the child and enables their preferences in relation to changing to be followed.
- Staff should meet with parents/carers to discuss the child's needs and their approach to nappy changing. Staff should be aware of cultural and religious practices and the wishes of the parents/carers. Wherever possible, to avoid distress or confusion to the child, practice should be the same at home and in the setting.
- Staff should be mindful of the need to preserve the dignity of the child.
- It is important that parents are aware that all staff have been through the DBS vetting and recruitment process which ensures that children are safeguarded.
- Each child should have his/her own named basket/container for nappies/spare clothes.
- When changing children staff should wash their hands with hot water and an appropriate soap/hand cleaner both before and after nappy changing. Gloves (and aprons where necessary) should be worn while nappy changing. The changing table should be cleaned after each use and the nappy should be disposed of hygienically in an appropriate container. Any spillages must be cleaned up immediately.
- Where needed staff should record times/frequencies of nappy changing and note any concerns (for example unusual bowel movement), which should be reported to parents/carers when the child is collected.
- Staff should notify parents and carers well in advance when nappies and wipes are needed.
- If barrier creams are used this should be discussed with the Key person, the cream labelled with child's name, logged on their records and kept in a safe place.
- The school will consider strategies for supporting children in developing independence through toilet training in partnership with parents, when this is developmentally appropriate for the child.
- For advice and support in this area, staff in schools may contact Claudine Rausch Advisory Teacher SLS (020 7364 6444) who can offer advice on supporting children with physical impairments and complex medical needs.

Further Information and guidance

Enuresis Resource & Information Centre (ERIC), 34 Old School House, Britannia Road, Kingswood, Bristol, BS15 8BD. Telephone: 0117 960 3060
 Website www.eric.org.uk

Good Practice in Continence Services, 2000. Available free from Department of Health, PO Box 777, London SE1 6XH or www.doh.gov.uk/continenceservices.htm