

Learning Now for Future Success



CPD SCHOOLS
FEDERATION

Striving for Excellence

CPD POLICY FOR THE EARLY YEARS FOUNDATION STAGE

DRAFTED BY: Atiyya Musa and Bethan Scholefield

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Our Vision Statement

CPD Schools Federation aims to have outstanding, values-based schools who are at the hearts of their communities and enable their children to achieve their highest potential through balanced curriculums that develop the whole child ready for success in future Modern Britain.

Rationale

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year, when children are five years old. In the CPD Federation, our EYFS includes children from when they enter nursery at three years of age through to the end of the Reception Year.

As a school, we value the important and unique role that the EYFS plays. Our practitioners provide a rich range of experiences that give all the children a broad range of skills and knowledge; this provides the right foundation for good to outstanding future progress through life and school.

We believe that high-quality early learning together, and supporting, good parenting provide the foundation children need to make the most of their abilities and values as they grow up.

We believe that all our children 'deserve the best possible start in life and the support that enables them to fulfil their potential'. We 'ensure that children learn and develop well and are kept healthy and safe'. (Statutory Framework for the EYFS 2021)

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Aims

In the EYFS, we provide:

- **quality and consistency**, so that every child makes at least good progress, quality first teaching ensures no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Curriculum

The Development Matters document guides the effective work of all practitioners are grouped into four distinct but complementary themes:

A Unique Child - every child is a competent learner.

Positive Relationships - children learn to be strong and independent.

Enabling Environments - supporting and extending a child's development.

Learning and Development - 3 prime and 4 specific areas of learning and development.

The EYFS curriculum in our schools underpins all future learning by promoting and developing the seven areas of learning and development. These areas are divided into three prime areas and four specific areas: the three prime areas, which are Foundations for Schools readiness and future progress linked with the National Curriculum, are:

Communication and Language (CL)

Personal, social and emotional development (PSED)

Physical development (PD)

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

Literacy (L)

Mathematics (M)

Understanding the World (UW)

Expressive Arts and Design (EAD)

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.

Core Text Curriculum

Reading is at the heart of our curriculum in EYFS. We believe developing a love of reading from an early age is the key to successful learning. When children learn to read at an early age, they have greater general knowledge, a wider range of vocabulary, they are more fluent readers, and they have improved attention spans and better concentration. Our curriculum promotes reading through carefully chosen texts to develop important early reading skills. The environment provides enhanced, quality planned areas in the provision with complete immersion of the text. Children access reading regularly through story time, guided reading, parental core text reading sessions (dual language), phonics, rhyme time and core language development activities.

Every Child Really Does Matter!

All of our practitioners consider the individual needs, interests and stage of development of each child in our care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning development. Quality first teaching allows teaching that is differentiated and personalised and will meet the individual needs of the learners. We recognise that some of our learners need special educational provision, high quality teaching underpins this and this is not compromised in our federation. We are determined to provide an equitable excellent educational experience for every child. This is clearly outlined in our equalities policy, and action plan, which includes detailed reference to The Equality Act, 2010. Early intervention is integral to our practice to ensure that no child is left behind.

Settling in and Transition

Our children settle very quickly, this is mainly due to our strong induction programme, which includes informative induction meetings for new Nursery and Reception starters and parents, tours of the setting and transition sessions for children to spend time in their new classes. Home visits are carried out for Nursery and Reception children to build a link between home and school. Nursery parents have the flexibility to stay with their child for the first session for as long as they feel they need to. There is a staggered entry and the number of children entering, builds up over the first two weeks.

When children start Reception, they have a two-week transition programme.



Children stay each morning of their first week of school. During the second week, the children stay for lunch and in the third week, the children are in school full time.



Children spend the morning in school, including staying for lunch in their first week of school. During the second week, the children are in school full time.

English as an Additional Language

The majority of our children have English as an additional language; we plan and provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. When assessing communication, language and literacy skills, practitioners assess the children's skills in English. If a child does not have a strong grasp of the English Language, practitioners explore the child's skills in their home language with parents and/or carers.

Child-initiated (free-flow exploration) versus Adult-led (Focus Activities)

Each of the seven curriculum areas are implemented through planned, purposeful learning activities and through a mix of adult-led and child- initiated activity. Exploration is essential for children's development, building their confidence as they learn to investigate, to think about problems, and relate to others. Children learn by leading their own explorations, and by taking part in learning which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and the types of activities led or guided by adults. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The three characteristics of effective teaching and learning are:

- **playing and exploring** - children find out and explore, play with what they know and are willing to have a go at new things
- **active learning** - children are involved and concentrate, and keep on trying if they encounter difficulties, and enjoy achievements in what they set out to do
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The characteristics of effective learning underpin learning and development across all areas and support children to be effective and motivated learners.

The language is explored throughout the teaching and learning day, and children and staff know these as:



Learning Pirates



Learning Dinosaurs

Provision

We plan a learning environment, both indoors and outdoors, to encourage a positive attitude to learning. We use materials and equipment that reflect both the community that the children live in 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 layer the provision activities so that all abilities can be challenged and inspired. Children are responsible for tidying up; this is also part of learning. All learning is based around

core books to ensure there is a strong foundation built around language to support the development of all areas of learning.

Each room is linked to a core book which reflects an area of the curriculum to ensure that children have the opportunity to consolidate their learning. Every half term, children are taken on an Educational Visit linked to the current topic.

30 Hour Provision



At Central Park Primary School, we offer a 30-hour provision with extended services (8.00 a.m. - 5.20 p.m.) Children are provided with extended activities to ensure their development is catered for in relation to each individual's development. Class teachers alongside the AHT plan extensively to ensure that the learning is prevalent, progressive and challenging.

Key Person

Each child is assigned a key person. We inform parents and/or carers of the name of the key person, and explain their role. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents and/or carers in guiding their child's development at home.

Assessment and Moderation

The tracking of pupil data is managed by the school's Assessment Lead in collaboration with the Early Years Lead in each setting. Pupil's progress is measured by updating the statements taken from the Development Matters and tracked through a commercial assessment system. Assessment helps parents, carers and practitioners to recognise children's progress and understand their needs to plan and support activities.

A commercially bought online assessment application enables both settings to fulfil their statutory duty by seeking input and commentary from children's parents and/or carers about their learning. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Parents and/or carers are kept up-to-date with their child's progress and development. Practitioners address any learning and development needs in partnership with parents/carers, and any relevant professionals.

On-entry (baseline) Assessment

After children have been with us for five sessions, an on-entry assessment is made. This marks their starting point with us and helps measure the practitioners' impact, along with the children's progress. Children are then assessed at the end of each term and their progress closely tracked. During an academic year, class teachers complete four data stories (on-entry, end of Autumn term, end of Spring term and end of Summer term). At and during Pupil Progress Meetings, they will highlight strong and weak strands, along with children who have made accelerated or slow progress and trends. Class teachers have Pupil Progress Meetings, with the Assessment Co-ordinator to go through the progress of the children in their class.

To ensure our data is accurate, moderation is carried out throughout the year; in year groups, across the phase and with other schools.

As of September 2021, we will be assessing all Reception children against the statutory Reception Baseline Assessment (RBA), within the first 2 weeks of starting school.

Celebration of Pupil Work

Each child has a WOW book and an online profile (See Saw App) in which their key worker, parents and any other adult linked to the child can contribute to their development. This is a learning journey from Nursery through to Reception. It is a celebration of the children's work and a range of evidence is collected in these, e.g. short observations, pictures, children's work, long observations and pupil conference notes. WOW books are easily accessible to children which give them real ownership. Parents have instant access to their child's online profile which allows them to make comments on their child's learning. Regularly, children celebrate the learning of the week and talk about their learning. Parents are encouraged to come and look at WOW books as frequently as they can.

At baseline a pupil conference, in the form of a learning journey takes place to discuss child wellbeing, levels of involvement and setting of targets. The learning journey is then completed a further 3 times at the end of each full term. Children discuss how next steps are met and set further targets. These targets are shared with parents on WOW book days.



At Dersingham Primary School, children record their Maths and Literacy learning and adult focus activities in exercise books, encouraging children to be guided by the lines to begin to form letters sitting on lines.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which children reach age five, the EYFS profile is completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects; ongoing observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's development is assessed against the **Early Learning Goals**. Practitioners indicate whether children are meeting or exceeding the expected levels of development, or whether they have not yet reached the expected levels (emerging).

Year 1 teachers are given a copy of the profile report, together with a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning. These inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs, and will assist with the planning for teaching and learning in Year 1. The results of the EYFSP are shared with parents and/or carers. The profile is completed for all children, including those with special educational needs. Reasonable and appropriate adjustments to the assessment process are made for children with special educational needs or disabilities. If a child moves schools during the Summer term, relevant providers must agree who will complete the child's profile.

We report the EYFS profile results to the local authority upon request, and take part in all reasonable moderation activities specified by the local authority, providing such information relating to the EYFS profile and assessment.

Learners with SEND

Within the federation we ensure every child is entitled to quality first teaching, recognizing that this is the most supportive strategy for learners with SEND. Children with complex needs may have alternative programmes of study/curriculum, and, in some examples, may have an additional adult support. In some examples there may be further specific needs and children may have organised specific programmes such as box clever, attention groups or those directed by specialist outside agencies.

As we learn to understand each individual, complete learning reviews, and, measure progress, the needs of children may change. At times, this may result in further observation and a referral to specialist members of staff within the school.

We follow the process below when we feel it necessary to do so:

- Initial concern about learning progress form completed by class teacher
- Child is observed by a member of the inclusion team
- Observation feedback along with recommendations is provided
- The case is reviewed after 6 weeks by the inclusion team
- If there is no concern about the needs of the learner the records are kept on class file and information passed on to next class teacher. If there is a concern about the learning progress or needs of an individual, then a referral might be made to external agencies or further intervention organized in the schools.

Transition to Year 1

Children in Reception are prepared for the transition to Key Stage 1 in the Summer term. Extended carpet sessions are introduced. Year 1 teachers are given opportunities spend time with their new class. Assessment, teaching and learning tasks are set for teachers to complete. Children visit their new classroom with their new teacher on multiple occasions. Year 1 teachers look at children’s WOW books to gain further knowledge of assessment and their starting points into Year 1.

A short report on the ‘characteristics of effective learning’ is also provided for individual learners as a statutory requirement.

Parental Involvement

As stated in our vision, we build strong partnerships with parents to enhance their child’s learning and enjoyment. We encourage parents to be as active as possible in their child’s learning and so an open-door policy is adopted. Parents are regularly invited into the classrooms to take part in workshops, celebration days and special assemblies.

The Safeguarding and Welfare Requirements

We all take reasonable steps to ensure that staff and children in our care are not exposed to risks. We undertake risk assessments to ensure the provision is safe for pupils to learn. These are tested by a facilities manager, and day to day risk assessments are completed by staff in the Early Years. Records of these are kept in the setting. With recent changes to EYFS 2021, oral health will be promoted as part of welfare requirements.

For full details of the safeguarding procedures, please refer to the Safeguarding Policy.

Complaints

In the EYFS, parents can make a complaint to Ofsted should they so wish:

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

General Helpline: 0300 123 1231

Text phone number: 0161 618 8524.

In the EYFS, complainants will be notified of the outcome of an investigation within 28 days of the school having received the complaint. The School will provide Ofsted, on request, with a written record of all EYFS complaints made during any specified period and the action which was taken as a result of each complaint. From time to time parents and others with an interest in childcare, have concerns about the quality of childcare services. This website explains Ofsted's role. <http://www.ofsted.gov.uk/early-years-and-childcare/for-parents-and-carers/howcomplain>

Local Authority's contact details:

Newham Partnership Working

School Support

Francis House

760 Barking Road

Plaistow

London

E13 9PJ

020 8249 6973

Once you have read and agreed to this EYFS Policy, please sign and date below and return to the Phase/Key Stage Leader.

I confirm I have read and agree with all that is stated in the EYFS policy:

Printed name: _____

Signature: _____

Date: _____



Learning Themes

<u>Nursery</u>	<u>Reception</u>
Me and My Family	Colours
Time To Build	Let's Celebrate
Travel	Once Upon A Time
Bears	Under The Sea
Growing	People Who Help Us
Food Glorious Food	Dream Big

Behaviour

Class Dojo

All classes have their own Dojo account. Children will be awarded Dojo Points for any actions or attitudes deemed noteworthy. Dojos are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is choosing to be off task, staff may choose to reward the child on task rather than apply a sanction to the child who is not. The ratio of positive praise should always heavily outweigh the use of sanctions to create a positive, caring environment. Teachers to award positive Dojo's to 10 pupils a day. A point can be awarded by any staff member to any child at any time. Parents will have access to their child's dojo account so they are updated with their child's awards.

The child with the most DOJO points take the class mascot bear home for the weekend.

DOJO points are re-set at the beginning of each week.

Behaviour guidelines: Sanctions

Dojo points are deducted for breaking school/class rules. Please see class behaviour flow chart for more information. Each classroom has a designated 'reflection area'. Children spend 3/4 minutes on the 'Thinking chair' and will be posed with the questions 'think about why you are here? How will your behaviour be different next time?'



Thinking Chair Image

Further details can be found in the whole school policies:

- Behaviour Policy



Appendix 2 Dersingham Primary School

Learning Themes

To enable progression and fluency, Nursery and Reception classes learn through similar themes on a two-year cycle. Teaching and learning is provided to challenge and meet the needs of all pupils. Half terms are continuously evaluated and modified if necessary.

<u>1st Year</u>	<u>2nd Year</u>
Dinosaurs	We are superheroes
Let's Celebrate	Food Glorious Food
People Who Help Us	Transport
Minibeasts	Under the Sea
Into the Woods	Once Upon a Time
We're in London	Grand Designs

Behaviour

Please refer to the whole school behaviour policy for further details.