



Glaphorn C.E. Primary School

Early Years Foundation Stage Policy

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Subject Team Leaders responsible: Zoe Taggart

Shared with staff - December 2015

Reviewed by Curriculum Committee - January 2016

Signed by Julia Hart, Chair of Curriculum Committee:

Date:

A record of this policy is available in the school file that is kept in the office for access for all staff and governors.

(To be read alongside assessment policy, outdoor curriculum policy, curriculum and learning and teaching policies)

This policy refers to the final year of the Foundation Stage, i.e. the Reception year. It builds on the work done in pre-school settings and prepares children for the curriculum demands of Key Stage 1. The main document used for reference is the "Early Years Foundation Stage Profile."

We have a specific legal requirement to ensure a safe and secure environment in which our children can learn and grow, developing their confidence and building on experiences, feeling valued and safe.

Curriculum Areas The Foundation Stage curriculum is divided into seven areas, three prime and four specific.

Prime Areas - Communication and Language, Physical Development and Personal, Social and Emotional Development.

Specific Areas - Literacy, Mathematics, Understanding the World, Expressive Arts and Design

The philosophy of the Foundation Stage is that children of this age learn best through personal observation, experimentation and structured play. Formal recording by the children should be kept to a minimum. The use of the outdoors is encouraged at every opportunity and where this is difficult, outdoor artefacts can be brought into the classroom to use. Outdoor play of all kinds is encouraged.

Implementation: The Reception year is taught either in a class on its own, or with a number of Year Ones depending on the balance of numbers within the school and the attainment and maturity of individuals in Year One. Children who attend "Stay and Play" and school visits in the previous summer term should already be acclimatised to the surroundings and personnel before school "properly" begins. Entry into Robins Class is staggered to allow for smaller groups for the first few mornings and then the children to attend part-time for the 1st two weeks.

The aim is to achieve the "expected" level of development in the Early Learning Goals by the end of the Reception year through as rich and varied a curriculum as possible. This is achieved through a balance of adult-led, adult-directed, child initiated and independent activities. **Once the Early Learning Goals have been achieved by more able children, the aim is to deepen children's understanding and further develop problem solving skills within the curriculum, without losing sight of the overall philosophy of the Foundation Stage or introducing too many formal activities.** Mathematics and Phonics lessons are taught daily in the Reception year, the content of which increases as the year progresses.

Gender issues: Strenuous efforts are made to avoid gender stereotyping and all children, regardless of gender, are encouraged to undertake all activities. Recognition of the different ways in which all children learn encourages as wide a range of activities as possible is available to all children.

Special Needs. A wide range of maturity and ability is expected in the Reception year and support is given where needed. All areas of the curriculum are designed to be accessed by all the children with greater or lesser degrees of support, but if any child is felt to be falling below what might be expected for his or her age then extra help will be made available through early interventions and support of the INCO.

Parents: Parent volunteers are welcomed in the classroom as long as it is felt that their presence does not adversely affect their child. Their contribution to the quality of the children's learning is acknowledged and valued. They must be DBS checked before helping in the classroom on a regular basis.

Assessment: (See assessment policy) Assessment follows the EYFS Curriculum, using Development Matters as a guide. The school uses the Early Excellence Baseline model annually, first used in September 2015, but also does its own, fuller assessment to assess every pupil upon entry, building on the information provided by their pre-school setting. It will continue to complete its own baseline assessment until such time as the national baseline model gives a full and accurate picture of each child upon entry.

The school completes the Early Years Foundation Stage profile at the end of the Reception year, following national expectations. Any child who is working at an emerging level would be expected to continue working on the EYFS curriculum upon entry into Year One. The EYFS teacher liaises with the Year 1/2 teacher to discuss every child in detail at transition; particularly any child who is working at an exceeding level, to ensure appropriate challenge and deepening of their knowledge and understanding is in place in Year One.

Equal Opportunities: All staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and have the opportunity to make the greatest progress possible in all areas of the curriculum whilst at Glapthorn.

The Foundation Stage curriculum respects the varied cultures and backgrounds found within our country and children are encouraged to learn about and respect these differences. Work is differentiated in a variety of ways and there are high expectations of all children.

Monitoring and Evaluation: Provision standards are monitored regularly by the head teacher and subject leadership teams through the moderation of lessons, environment, planning, books and learning journeys. The Foundation Stage teacher is moderated for knowledge and assessment methods annually by the Local Authority and through Cluster meetings. On a minimum of a four yearly cycle, the setting and teacher is moderated by the Local Authority.

Outdoor Curriculum in the Foundation Stage

In our school we believe that outdoor experiences are crucial to children's learning. At this stage in their development children learn through play. Play provides the opportunity for children to develop socially, emotionally, physically and cognitively.

The purpose of our outdoor play area is for children to be creative, to investigate and to respond in a variety of ways, to build and develop skills. It provides the opportunity for children to problem solve, to learn through making mistakes and to express their emotions. We encourage independence and decision making, collaborative problem solving and initiative taking in deciding upon the appropriate toys or tools required to complete an activity. Being outside allows the children to connect to their local environment and this gives meaning to their play, enabling true learning to take place.

Aims and Objectives

- We aim to provide an attractive, stimulating and effective environment where all children and their play experiences are valued.

- We provide adult directed, adult led and independent activities; children are also encouraged to initiate activities of their own, thus helping to develop autonomy and self-discipline.

Management

- The children have free flow access to the outside when the door leading from the classroom to the play area is open.
- The teacher is always aware of how many children are outside and keeps a constant check on their safety.
- The children have free access to any apparatus stored outside in the allocated open shed.
- Time is dedicated to observational assessments while the children are playing and photographic evidence is gathered.

Health and Safety

Staff Responsibilities

Safety will always be of prime consideration outside and the following measures will be taken.

- Every morning a member of staff checks the ground for broken glass, prickly or stinging plants and animal faeces.
- The water is changed in the trough on a daily basis.
- The sand is kept covered when children are not playing outside and is checked daily for contaminants.
- All apparatus is continually checked for safety and cleanliness. If any action is required it will be carried out promptly.

Pupil Responsibilities

- Children are to wear appropriate clothing for outside play. (e.g. no high heels, long boots or flowing coats) If they are not dressed appropriately they will not be allowed to play outside.
- Children must wear appropriate protective clothing when playing outside in the sun and not be exposed for too long a period. (Sun cream from home must be administered by the child and not shared.)
- Synthetic rubber dungarees and hooded jackets are provided as protection against the weather and are kept accessible to children at all times.
- A shady area is provided for shelter during sunny days.

See appendices 1 and 2 for risk assessment and daily checklist.

Appendix 1

Risk assessments in the Foundation Stage, incorporating both indoor and outdoor facilities.

All off site visits have independent risk assessments written for them and a copy is kept in the Educational Visits Coordinators file in the main reception office. This applies to all trips undertaken in all classrooms throughout the school.

Risk assessments with particular reference to the Reception Classroom and Outdoor Area are as follows:

Any significant hazards and identification of risks on premises, both in and outdoors.	Residual Risk Rating	Control Measures Including any relevant sources of guidance.
Signing in and out procedures	L	Any visitors are requested to enter by the main reception area where, once they have been identified and have signed in they are escorted to the outer door of Reception by a member of staff. Regular parent helpers are DBS checked and make themselves known to the school administrator or teacher before entering the classroom.
Fire precautions and safety measures	L	The fire extinguishers are situated at the recommended points throughout the classroom and cloakroom. There are two 'press the button' fire points to set off the alarm should there be a need and the equipment is checked regularly. A member of staff has been trained to use fire extinguishers and regular fire drills are carried out throughout the school year. Records are kept. There are separate risk assessments for the evacuation of any disabled children contained within their school records. All classroom staff are confident with the procedure.
Procedures for dealing with violence	L	There is no anticipation of extreme violence being encountered in the school setting. However, our approach should always follow that set out in our Positive Handling policy at all times. The policy is to diffuse situations and encourage good behaviour in school through positive praise and rewards. See behavioural policy and equal opportunities policies. If there should arise an occasion when violence from an external visitor might be expected then a phrase will be used to inform the school office. There are at least two mobile phones easily accessible in the classroom at all times for easy contact to the main office. All teaching staff are kept informed of any 'at risk' children and of any adults that should not pick up children from school.

Boundaries and gates	L	The outdoor area has a six foot fence surrounding it on three sides. The fourth side is enclosed by the classroom. The area is reached directly from the classroom through a porch. The gate leading from the outdoor area is kept locked at all times with a combination padlock. The padlock is checked and oiled regularly. All staff know the combination. The classroom opens into an area that is also gated and locked between the hours of 9 a.m. and 3 p.m. through a keycode. Children are aware of the boundaries and that they should never leave the classroom area without the permission of an adult.
Security of property	L	There is an alarm system that is set each night by the last person leaving the premises. The alarm can be set either in the main foyer or from a small cupboard situated to the right of the main door to Reception. All teaching members of staff, the cleaner in charge and the school administrator have keys to the main doors and fobs to set and unset the alarm.
Water hazards -troughs and trays	L	There is a waist high trough in the outdoor area and a knee high trough in the classroom. At times, a floor level 'pool' is in the outdoor area (for example, if the beach is being studied as a topic). The children have free flow access whenever possible but adults are always aware of their activities and the children are told very clearly of the rules and how they are expected to play in safety.
Hazardous plants	L	The outdoor area is checked daily (see separate checklist) for anything that might cause harm to a child, however, every Friday a particular check is made on all plants. There is a prickly bush growing in the border between the play area and the main road, this is cut back and all of the children are aware of its properties. It was originally used as a barrier plant when the fence surrounding the play area was lower. No child has ever been pricked by the plant and due to all of the outdoors activities that are encouraged in the school, including using the outdoor classroom in the woods; this plant is considered as part of learning what plants to avoid. Stinging nettles and thistles are removed as soon as they are spotted by staff.
Animals	L	The outdoor area is checked daily for any sign of animal faeces or urine and cleared immediately upon discovery. Robins Class have pet guinea pigs, which the children are taught how to handle correctly. For more information, please see the separate risk assessment. On occasion, a guest may bring a puppy or other animal into the cloakroom as part of a project. The area is inspected carefully and cleaned afterwards should there be occasion to do so. The classroom is cleaned daily.
Toilets	L	There are two separate toilet facilities within the Reception building. The children are taught how they should be used and there is a high expectation of good behaviour. The toilets have non slip flooring but the children are warned, however, that when wet it can be slippery. There is no running allowed anywhere within the classroom or toilets for safety reasons.

Hazardous equipment	L	All equipment is bought through reputable retailers and is of a high standard and quality. Regular legal requirement checks are carried out at the recommended intervals. Children are taught how to handle small equipment safely and encouraged to be independent when using things such as scissors.
Use of socket covers in electrical sockets	L	All sockets that are not in use and are of child height have electrical socket covers in them. Children are educated on the dangers of electricity and are encouraged to use all electrical equipment responsibly. For example, they understand that water bottles are not allowed to be used whilst using the computers in case any liquid should fall onto electrical equipment.
Doors	L	All internal doors have safety catches, hooks to hold them open, finger guards and hydraulic stoppers or hinges that hold the doors in set positions to prevent doors swinging shut. Both external doors meet all the required safety standards.
Windows	L	Windows are not within easy reach of children. The classroom is on the ground floor and no windows open at a level that is reachable by children.
Glass	L	The required glass is fitted to all windows.
Floors	L	The cloakroom, toilets and half the classroom floor is covered in none slip, non joined material. The remainder of the classroom is covered in carpet. The floor is inspected regularly throughout the day for any undesirable debris. By the nature of a Reception Class at times there are toys etc. on the floor. The children are encouraged to keep the floor as clear as is practically possible and to ensure that hazardous items, for example marbles and small balls, are, if dropped, picked up immediately.
Steps	L	There is a step from the playground through the main door into the cloakroom and a small step from the cloakroom into the classroom. There is also a small step up from the cloakroom to the quiet writing area. Children and adults are aware of these steps. The building is very old and it is not possible to place a ramp into the cloakroom due to lack of space. Parents of disabled children are made aware of the steps and agree routines to manoeuvre the children up and down it before the children start school. There is wheelchair access through the front gate via the outdoor play area.
Stacked furniture	L	Furniture is never stacked within the classroom, if furniture is stacked for storage in sheds or walk in cupboards then children are not permitted within that storage facility.
Using the kitchen	L	The children do not use the school kitchen as it is not 'child friendly'. Tables are set up in the main hall outside the kitchen and all food preparation is undertaken there or in the classroom. Adults transfer the food into the oven or onto the hob. There is a small portable hob that the children use in the hall or in the classroom. Please see separate risk assessment for further details.

Using hot appliances	L	The children are supervised at all times and must listen carefully to instructions or they are directed to another task until they can do so.
Hygiene, cleanliness and minimising the risk of infection	L	The toilets are fitted with air hand dryers. The children are educated in the importance of personal hygiene. The children have lessons in how and when they must wash their hands. Hand soap and wipes are available in the classroom, and the children are taught how to use tissues and the importance of not spreading germs.
Eating of snacks	L	The children are encouraged to eat healthily. They are given the opportunity to eat a piece of fruit every day. They are taught how to wash their hands before eating or use hand wipes.
Condition of toys	L	Any toy that is damaged is taken out of circulation. If it can be repaired so that it is safe to use it is; if it is considered unsafe, then it is disposed of safely.
Condition of other equipment, tables etc.	L	Drawers and other toy storage equipment are checked and replaced if required including tables, chairs, troughs, stands etc.
Cleaning of equipment	L	The classroom, both indoors and outdoors is checked regularly for cleanliness. The classroom is cleaned daily and paint pots, brushes, gluepots etc are checked daily and washed at least once a week. Plastic toys such as Lego, Duplo, K'nex etc are washed with Milton at least once a year and all plastic containers are emptied at least once a year, thoroughly cleaned with Milton solution and the condition of the contents checked. Parents are asked to help with this.
Changes of clothing	L	There is a container of clothing kept in the classroom for 'accidents'. The clothing is regulation school uniform, underwear and socks. The condition of the clothing is regularly checked and new replacements purchased when necessary.
First Aid Equipment	L	There is a first aid box kept easily accessible to staff but not within reach of the children. The Reception based teaching assistant is a qualified paediatric first aider.
Inhalers / eppipens	L	If any child requires an inhaler or an eppipen then it is kept within the classroom. All staff are made aware. All staff within the classroom are aware of any allergies or specific dietary or medical conditions that children have within the class.
Accessibility to all areas for all children	L	Please see specific separate relevant risk assessments regarding the accessibility to all areas for all children.
Children's safety	L	All adults, including regular volunteers, are DBS checked as required by law. Any visitor that is not DBS checked cannot work with children unsupervised. The children are told about safety rules, they are educated on how to use equipment safely, to look after each other and high expectations are made of their behaviour. All reasonable precautions are put in place to protect the children from any foreseeable hazards.
Using the interactive whiteboard	L	There is a stage for independent access to the interactive whiteboard. There are handrails at each side and two steps leading up to the stage. The children are told the safety rules for using the board.

Appendix 2**Daily Checklist for Outdoor Area**

Item	Condition		Any Action Required (If an item received a cross then enter information here)
	✓	✗	
Gate locked			
Lock easily turned			
Fence secure			
Displays in good condition and safe			
Seats clean and in good condition			
Tables clean and stable			
Sand clean			
Storage shed safe, door secured open			
No animal faeces			
Trough washed			
No nettles, prickles, thistles etc.			
No fungi			
Condition of toys			
No cracks in plastic equipment			
Play shed condition, door safely secured			
Wooden benches secure, clean and safe.			
Check all woodwork for splinters			
Check ground clear of rubbish or contamination.			

Date _____

Signed _____