



## THORNHILL PRIMARY SCHOOL.

### EYFS POLICY

#### What is the Early Years Foundation Stage?

The Early Years Foundation Stage caters for the needs of children from birth to 5 years old. Foundation at school is a 2 year education provision for 3 to 5 year olds. This is divided into F1 and F2. Foundation 1 (F1) children come to a part time session for the first year while they are 3 and 4 years old. The second year (F2) is full time statutory school for the 4 to 5 year olds. At Thornhill, we take 3 year olds from the term after their 3rd birthday if there are places available. Autumn born children can therefore spend 5 terms in F1 and an additional 3 terms as F2. As a result of this, the Foundation Units have been reorganised with 1 housing pure F2 children and the other being for F1 and children and vulnerable pupils who would benefit from learning within a nurse setting.

The children join us in 'F1' and attend school part-time. This stage of education was formerly known as 'Nursery', but is now the first year of what is known as the 'Early Years Foundation Stage'. The children will either be entitled to 5 mornings and one afternoon a week or five afternoons and one morning, giving each child the opportunity of spending one full day in school. Children wishing to continue into F2 (full time) must apply for a place through the Local Authority. Gaining a place in F1 does not guarantee a place in F2.

Session times for F1 (part time children) are either:

Morning session: 8.50 a.m. to 11.30 a.m.

Or

Afternoon session: 12.30 p.m. to 3.00 p.m.

We aim for every child's time in the Foundation Stage to be a happy and positive experience. We respect everyone who joins us and pride ourselves on being an inclusive setting for all children. Each individual who uses the Early Years Foundation Stage, in whatever way, will have their own needs and we will do our best to meet these.

**Early Years Foundation staff will be known as key workers and one will be assigned to work with each child. The key worker will be one of:**

Mrs A. Pease	Foundation Stage Leader
Mrs S. Yasseen	Foundation Teacher
Mrs J. Blain	Nursery Nurse
Mrs M. English	Nursery Nurse - Part-time
Mrs I. Choudhry	Teaching Assistant
Mrs Foreman	Teaching Assistant
Mrs M. Suleman	Teaching Assistant
Mrs Yip	Teaching Assistant - Part-time

Key Workers have full responsibility for a group of children and are available to answer questions or queries throughout the year.

#### Our School Vision

Throughout school we have a shared vision:

**"Every child, every lesson, every day"**  
**Where everyone matters and everyone achieves.**

**Core Purpose**

**To ensure everyone is**

Successful  
Happy  
Inspired  
Nurtured  
Enjoying lifelong Learning

**Our School Values**

Together  
Everyone  
Achieves  
More

**Aims of the Early Years Foundation**

- To encourage the development of self-esteem, a sense of achievement and self-confidence in a safe environment.
- To encourage learning through direct experience.
- To encourage independence, a sense of responsibility and the confidence to make decisions and choices.
- To help children become aware of the needs of others through interaction with peer groups and adults.
- To support children to communicate effectively with each other.

**Early Years Foundation Curriculum**

The Early Years Foundation is essentially concerned with the all round development of the young child.

A wide variety of activities and experiences are offered and are intended to enrich the overall development of each child. Many of these activities will be play based, in a structured and well-planned manner. Children will join in a short adult led, focused activity with their key worker in each session. This may be as a group time for stories, singing and other language or maths based input. During the rest of the session children have time to self-select activities and all children are encouraged to spend some time using our Outdoor Area. All children receive a daily phonics lesson, practicing and applying their skills in weekly guided reading and writing sessions.

**The Early Years Foundation Curriculum is divided into 'Themes' and within these Themes are the following 'Areas of Learning':**

**Areas of Learning**

- Personal, Social and Emotional Development
- Physical development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## Assessment

Ongoing assessment takes place in all of the areas of learning through observation, directed and independent activities, by working with children, observing and talking to them.

On entry to F2, the children will be assessed against Baseline Assessment materials. This will involve all of the Foundation staff carrying out observations whilst the children are engaged in self-selected activities. In addition, parents will be asked to contribute and information will be gained from reports from the child's previous setting, wherever this is relevant. These will be used to form judgements about the child's level of development.

In order to track progress, each child has a 'Profile' of achievements called a 'Learning Journey' that is updated every term. The Profile measures achievements against the ages and stages of the Development Matters document. Evidence to support the judgements is included in individual folders and photographic evidence is collected on IPADs.

Children are assessed according to age in months. This means that if a child has well developed skills they may be said to be working at an age level above their actual age, in months. If a child is finding something difficult they may be levelled at an age below their actual age, in months.

Parents are welcome to see their child's Learning journey by making an appointment first.

At the end of F2, the children will be measured against the 'Early Learning Goals' and will be judged to be Emerging, Expected or Exceeding. These results will be reported to parents along with the 3 characteristics of learning.

Our weekly planning for learning is displayed in the Unit, with clear learning intentions planned from the Development Matters curriculum. Each age and stage is carefully planned for to ensure inclusion for all. We use the themes from Cornerstones to drive our curriculum content and coverage.

## Parents/Carers

We welcome all parents and carers to be involved in educating the child and encourage their participation in events held in school. We hold 3 parent's evenings during the year to discuss the progress of the F2 children. Other events may be difficult to organise this year due to COVID-19 restrictions.

Parents have recently signed up to 'Class Dojo', a learning platform for teachers to communicate with parents. This enables activities to be uploaded for the children if we have enforced school closure. Parents can send pictures of the children's learning or message the teacher about how well the child has managed the task. Teachers can give instant responses to queries or praise children and parents for their efforts.

We enjoy meeting parents as they bring their child into Foundation each day. If there are any concerns about the child there is the opportunity to speak to the child's Key Worker. Discrete conversations can be arranged with the Key worker. Alternatively, any concerns or worries can be discussed with Mrs Pease as the Foundation Stage Leader. Confidentiality is assured.

We value the partnership of parents and staff to ensure that we provide the best education possible for the children.

**Information about the school can be found on the school website...**  
**[www.thornhillprimary.org](http://www.thornhillprimary.org)**

### **Safeguarding**

All members of the EYFS team are familiar with the routines at the beginning and end of every session. One member of the senior leadership team is posted on the gate to welcome parents and ensure the safety of the children entering and leaving the building. The remaining adults must pass the children hand-to-hand, safely to their parents. The routine timetable is posted near to the doors in both units.

During outdoor sessions, 2 adults are timetabled to support the children. The Outdoor timetable is displayed in the Units.

The EYFS now requires that safeguarding policies and procedures cover the use of mobile phones and cameras in the setting. To meet these safeguarding procedures, no mobile phones should be operational within the school setting to prevent images being taken of children and posted on social networking sites.

At each public event a member of the senior leadership team must say to visitors:

"All mobile phones must be switched off. For safeguarding regulations, you are not permitted to take any photographs of children on the school site."

If a member of staff, parent or other visitor has any concerns about the safety of children they must contact...

**The DSP Designated Safeguarding Person: Mrs Hill**  
**The Deputy DSP Designated Safeguarding Person: Mrs Wadsworth**  
**The DST Designated Safeguarding Teacher: Mrs Bruce-Hillman**  
**The DSG Designated Safeguarding Governor: Mrs Frost**  
**The DTLAC Designated Teacher for Looked After Children: Mrs Pease**

### **Snack Time**

Children in Foundation are welcome to have a snack during the session. This includes toast, crumpets, cereal, fruit, etc. There is always milk or water to drink. Occasionally we sample food from different cultures or seasonal foods like pancakes, hot cross buns, etc. At any session, we may eat any baking or cooking done that day. Parents are not required to send any food for snack time as we will provide it for the children. Parents and carers are asked to provide information about any allergies or food intolerances in case some foods need to be avoided.

### **Snack Money**

We ask for a small contribution to help cover the cost of snack and baking ingredients. This is approximately £3.00 and the money is collected half-termly. Envelopes are provided at the beginning of each half term.

### **Baking and Cookery**

Sometimes we bake or have some kind of cooking activity. The ingredients for this also come from the snack money donations that we ask parents to contribute. All baking activities and snack are suitable for vegetarians. We ask parents to alert us to any allergies.

### **School Dress Code**

We expect children to wear the school uniform at all times.

Red sweatshirt/jumper/cardigan  
Black skirt/pinafore dress  
Black trousers  
White shirt  
Red and white checked dress

We ask that the child's name is clearly labelled on all their belongings as it is difficult to return lost items of clothing, if they are unlabelled.

Shoes with Velcro fastenings are preferred as they are easier to fasten and encourage independence.

Children in Foundation are often involved in 'messy' activities as well as playing with water. Children are given aprons to wear and we try to avoid clothes getting too messy.

### **Homework**

The children are given weekly homework tasks to complete. These can be returned in their book bags on completion. We ask that book bags are returned daily so that homework and letters can be sent home.

### **Head Lice**

This is a common and frustrating problem. We ask that if live lice or eggs are found on the child, they are treated before returning to school. The school must be informed to prevent the spread of infestation. Help and advice in getting rid of lice is available in school.

### **Coming and Going**

A responsible adult should bring children to the Foundation Unit. Parents are encouraged to bring their child to the Unit, help them to find their name card and share a book until the bell goes for the start of the school day.

For health and safety reasons we do ask that buggies and pushchairs remain outside. There is a shaded area that you are welcome to use and there is always a member of the Foundation staff at the gate. Dogs should be tied up outside the school premises.

Parents are requested to let us know if someone unknown to us is collecting the child. This person must be over 16 years of age. We will not allow anyone under the age of 16, or appearing to be, to take a child away from the Unit. This is for the benefit and safety of the child.

Unfortunately, Parents are unable to stay with their child for a short time at the start of the session during the current climate. Parents wait at the door while staff members support the children with hanging up their coats and bags, self-registration and settling in activities.

If a child is distressed they are encouraged to be handed over to their key worker, or another member of staff, who will comfort and distract them with an activity.

### **Attendance/ Absence**

All children are ill at some point and this may mean them missing Foundation sessions for a short period, or needing to be collected and taken home.

It is very important that we have up to date telephone numbers so that we can contact parents if a child is ill and needs to be collected. Changes in details need to be updated in our records.

If a child has any kind of stomach bug they will not be permitted back into Foundation for at least 48 hours, to prevent the spread of infection.

If a child is self-isolating, activities will be uploaded on Class Dojo to support home learning.

### **Behaviour and Rewards**

Appropriate behaviour is encouraged and praised throughout Foundation. In F1 we give rewards for good behaviour, being kind, helpful and making good effort. If a child persistently behaves in an unacceptable way, time out is sanctioned for a few moments to think about what is happening. Parents will be made

aware of behavioural issues if they occur. However, we focus on being positive as all children respond well to praise for their efforts.

### **Special Educational Needs**

Children are referred to the SENDco if there are concerns about the child's learning or development. We work closely with outside agencies to cater for the additional needs of any individual.

### **Child Protection**

All schools are required by law to follow a set procedure for Child Protection concerns. Head teachers must refer concerns to Social Services for further investigation. This is purely to protect any child who may be at risk.

**We strive to ensure that every child will thrive in the  
Early Years Foundation Stage.**

Updated October 2020.