

Newham Community Learning - Early Years Foundation Stage Policy (includes 2 year old provision at Portway)

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Applies to: Newham Community Learning - Primaries

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1. Overview of the Policy Management Process

1.1. Document history

Date	Revision	Version number (substantive revisions are allocated a new whole number; minor revisions are designated by the addition of a consecutive decimal point)
March 2021	EYFS Policy reviewed and updated to include 2 year old provision	v1.0
Nov 2022	Reviewed, updated and released as a Newham Community Learning Policy Reviewed and annotated accordingly by both Portway and Selwyn - approved by the Deputy CEO of the Trust	v.2.0

1.2. Review and approval

The Policy applies to the primary schools in the Trust. It is reviewed by the Executive Team (and/or their delegates) and is then presented to the Trust Board for approval (via a relevant board committee if appropriate).

It is reviewed in line with the Trust Policy Review Schedule.



2. Newham Community Learning - EYFS Policy

2.1. Introduction and purpose

The Early Years Foundation Stage (EYFS) provides the initial and vital building blocks that will essentially contribute towards the rest of their education and onwards into adulthood. The framework supports children's learning, development and welfare.

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. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

(Statutory Framework for the Early Years Foundation Stage, 2021)

2.2. Aims

In the Early Years setting across Newham Community Learning, we believe that all children are entitled to the best possible start in their school life. We aim to support each child's learning, development and welfare needs by:

- Providing a safe and secure environment where children feel happy to come to school and feel looked after by all adults.
- Providing a stimulating and interactive environment that will develop children's confidence, independence and encourages them to become active learners.
- Recognising that all children are unique and that all learning is personalised and catered according to the child's needs.
- Nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Understanding and valuing the importance of the role that play has in children's learning and development.
- All adults modelling and encouraging children to express and communicate their needs and feelings in appropriate ways.
- Providing learning opportunities for a range of skills and areas both inside and outside that reflect children's interests and which encourages the development of a natural desire to learn.
- Celebrating and valuing similarities and differences within the setting and the wider community.
- Providing children with stimulating experiences which build upon and extend their existing knowledge and understanding.



We have agreed to adopt the principles from the Early Years Foundation Stage Curriculum.

The Early Years Foundation stage refers to the children from birth to the end of the reception class. Our approach and daily practice are primarily based upon the four main inter-related principles of:

- **Positive Relationships:** *establishing a safe and secure partnership between the key person, the child and the parent or carer so that children learn to become confident, happy and independent learners.*
- **Enabling Environments:** *by having high quality interactive areas and well-resourced classes so as to support and extend children's development.*
- **Learning and Development:** *through our ongoing differentiated planning and robust assessment. This ensures that each child's needs are catered for according to their different ways of learning and different rates of learning for all of the seven learning areas.*
- **Unique Child:** *every child is treated fairly regardless of race, religion or ability. Children's individual needs are supported through early interventions with the guidance and advice from specialists. Children are encouraged to discover boundaries and learn to make choices with the support from the key-person, parents or carers and the child themselves. EYFS staff observe each child's development and learning, assess progress and plan for next steps.*

2.3. How our work is organised and planned

2.3.1. Admission, induction and entry arrangements, including the age of admission and transfer

Arrangements for admission are:

- Parents/carers are encouraged to apply for a place for their child by their second birthday for Pre-school; by their third birthday for Nursery and the year they turn five for Reception.
- Initially places are offered to children 1 term after their birthday for their respective year group.
- Application forms for admission are available from the school office for Pre school or Nursery.
- Parents/carers are encouraged to apply for a nursery place for children who attend pre-school by their third birthday.
- Reception admissions should be made using the London Borough of Newham's e-admissions website.
- Newham Community Learning has adopted the Admissions Policy of the London Borough of Newham.

2.3.2. Session times



All EYFS aged children must be accompanied to their EYFS entry door by an adult and not beyond. Children are only released at the end of the session/day to a relative/carer/known adult who is listed on the contact list.

The Pre-school children are offered three hours of free childcare daily:

Either Mornings – 8:30-11:30 am

Or Afternoons – 12:30-3:30 pm

The Nursery children are offered three hours of free childcare daily. Families who are entitled to 30 hours of free childcare attend full time hours:

Portway

Mornings – 8:30-11:30 am

Afternoons – 12:30-3:30 pm

Full time - 8:30-3:30 pm

Selwyn

Mornings – 8:45-11:45 am

Afternoons – 12:00-3:00 pm

Full time - 8:45-3:00 pm

2.3.3. Top Up and Fees

From April 2021, NCL offers a number of possibilities for parents in addition to the government's 15 hour free childcare initiative. We are offering parents the opportunity to 'top up' which extends attendance from 15 to 35 hours per week.

Pre-school:

Top up from 15 to 35 hours per week: £120.60

Non Government funded places (15 Hours per week) £90.45

Nursery:

Top up from 15 to 30 hours per week: £79.35

Non Government funded places (15 Hours per week) £79.35

Costs may rise in subsequent years in line with inflation.

2.3.4. Food options

Across our trust, our schools are part of a Free Fruit and Vegetable Scheme. All EYFS children are offered fruit during the day and have access to water throughout the day. All children under 5 have access to milk during their session.



Pre-School and Nursery children with a full time place bring in a packed lunch from home. Advice on contents is available from staff or the school. As we are healthy schools, we ask parents/carers to support the schools by ensuring that their children have a healthy, balanced meal. Crisps, cakes, biscuits, sweets and fizzy drinks are not allowed. Reception children are entitled to a free healthy school lunch or can choose to bring in a healthy packed lunch from home.

2.3.5. Organisation of classes

Children aged from two and three years old attend the Pre-School. Children aged from three and four years old attend the nursery. For both year groups, there are 3 intake points; September; January; April. Children aged from four and five years old attend Reception. There is one main intake point in September, however mid-year admissions can be applied for through the London Borough of Newham.

All groups are supervised at all times by a trained member of staff. Small groups working with volunteers or parent helpers are always supervised by members of staff.

Outdoor activities, likewise with indoor activities, are planned in accordance with the EYFS, reflecting the breadth of the EYFS curriculum. All children are encouraged to participate in outdoor and physical activity and do so in all weathers. Parents/carers will need to ensure that children are suitably dressed.

2.3.6. Whole school activities

Children have access to the PE equipment, computers, school gardens and cooking facilities.

2.3.7. Information for parents and carers and opportunities for them to join our activities

The following information is provided for parents/ carers:

Before admission in EYFS

The school website provides a host of information for parents/carers who are interested in applying for a place at our school. Each parent has a meeting with a member of the EYFS team as part of the admissions process.

All children and their parents can have the opportunity to meet with a member of the EYFS staff team before beginning in EYFS. The aim of this is to establish links between home and school, to familiarise the child and their parents with the staff that will be working with them and to collect some key information about the child that will aid the process of the child settling into school. At each school there are timetabled slots where parents can stay and play with their child and find out what their child has been learning that week. Information on emergency contacts and medical conditions is collected for each child and regularly updated.



After admission

Parents/carers are encouraged to participate in educational visits within the community and to share their skills and interests with the children.

Parents/carers are encouraged to attend ongoing training classes to support their children's learning at home. Parents/carers are also invited to a 'Parent Consultation Day' or 'Learner conference' to discuss and share their child's learning.

Parents/carers whose children will be attending our reception classes or will be moving onto Year One are invited to a transition meeting towards the end of the academic year. For children who are new to our school, parents/carers and the child are invited to meet with the teacher and for a tour around the early years setting.

Summative report

During the academic year, all parents/ carers are given a summative report of their child's progress and achievement. In Pre-school this covers the prime areas of learning and development, as well as the three 'Characteristics of Effective Learning' (Please refer to section 3 for more information about the EYFS curriculum). In Nursery and Reception this covers all seven areas of learning as laid out in the EYFS framework and the 'Characteristics of Effective Learning'. Parents/ carers are given the opportunity to provide written feedback or to discuss their child's report with the class teacher and the key person.

Transitions

Children transitioning from pre-school to nursery, from nursery to reception or Reception to Year one, are taken to visit the new classroom in the half term before their transition so that they can become familiar with the new setting. For children who will be starting their nursery education at another school, children's learning is sent to their new school and the school is contacted to share any other information about the child.

2.3.8. Health and safety procedures followed by the EYFS staff

'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 the Early Years Foundation Stage, 2021)

There are a number of procedures and protocols that all staff working in the EYFS follow as a part of their daily practice. These include the following:

- In pre-school and nursery, parents/carers are encouraged to bring children to class within a ten minute timeframe to diminish risk of ratio being reduced with staff greeting families at the door.



- Children are supervised at all times of the day and in all locations of the school. During break and lunchtime, staff ensure doors are closed to ensure children can be adequately supervised.
- Hand to hand collection procedures are enforced when an EYFS staff member is handing over a child to the parent/carer/named adult at hometime. This adult should have the child's full attention and should not be on the phone at time of collection. This procedure is displayed on the classroom entrance/exit door.
- In EYFS 'Password Collection' can be put in place in case of emergencies: the individual, who has been given permission by the parent or carer, to collect the child must share the password with the member of the EYFS team before the child is released into their care. Should a password be required, parents/carers should notify the office and this should be communicated to staff by telephone or in person.
- Children are dismissed one family at a time with one staff member positioned at the gate and one member of staff at the inner door, which should remain closed at all times between dismissal of children. All other staff in ratio should support the children preparing to leave.
- At all times of the day, including during dismissal time there is the required ratio of staff to children based on the EYFS Framework guidance for that age range.
- 'Health & Safety Roles and Responsibilities' are displayed in the foyer area of the nursery building and in the reception classes.
- An EYFS member of staff is a part of the 'Child Protection Team'.
- 'Changing Procedures' are displayed in the nursery changing room and in the reception toilets. Toileting and first aid to be considered for ratio. EYFS staff consistently liaise with SLT and seek support if necessary.
- 'Accident book', or digital alternative MedicalTracker for the paediatric trained first aider to record an account of the minor accident and medical procedures administered. This information is shared with the parent or carer.
- 'Daily Risk Assessment Checklist' carried out for all areas inside and outside the EYFS setting, including extreme weather conditions.
- Follow the 'Evacuation Procedure' in the event of a fire or any other emergency which is displayed in the foyer area of the nursery building and in the reception classes.
- Record and display the number of children that have attended the morning and then the afternoon session during 'Registration Time' in nursery and reception on the designated board.
- Completing 'Risk Assessment' prior to going on an educational visit (refer to the educational visit policy for more information).
- Pre-placement interview and induction for all students and volunteers who will be working in the EYFS setting. Recording their DBS number and a photocopy of photographic evidence (e.g. passport) is carried out by the school's office staff and stored by the School Business Manager.
- All staff members wear a green coloured lanyard which is attached to an identification card. Long-term students and volunteers wear a blue coloured lanyard which is attached to a badge stating the person whom they are working with and the class.



2.4. Early Years Foundation Stage curriculum

2.4.1. How we teach the EYFS Statutory Framework

Teaching in the EYFS setting across the Leading Learning Trust is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March, 2021).

It is centred on **three prime** areas of learning which are:

- Personal, Social and Emotional Development (PSED)
- Communication & Language (CL)
- Physical Development (PD)

The EYFS staff supports activities through **four specific** areas which strengthen the prime areas and these are:

- Literacy (L)
- Mathematics (M)
- Understanding The World (UTW)
- Expressive Arts and Design (EAD)

Our curriculum framework covers the seven areas of learning and experience:

Communication and Language (CL) development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development (PD) involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy (L) development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics (M) involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.



Understanding the World (UTW) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design (EAD) involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Equally the EYFS staff reflect on the three 'characteristics of effective teaching and learning' (different ways that children learn) and incorporate these into their practice (i.e., planning, observations, assessment and guiding children's activities). These are as follows:

- *Playing and Exploring* - children are encouraged to explore and experience things and 'have a go'.
- *Active Learning* - children keep on trying if they come across difficulties and enjoy achievement.
- *Creating and thinking critically* - children have and develop their own ideas, make links between ideas and approaches for doing things.

2.4.2. Planning and delivering our EYFS curriculum

Our curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas. Our planning covers themes and core aspects such as book experience, outside play activities, free exploration of natural materials and opportunities for writing. Teachers, early years practitioners and teaching assistants discuss together to provide a linked series of activities over each term, week and day.

We plan a mixture of directed and free choice activities and children's choices are carefully recorded to ensure a balanced programme. We use our observations to plan activities that are child initiated and child led. We understand the importance of planning from the children's own interests and use our observations to enable us to do so.

All of the children have a free choice of activities during the session as well as time spent completing a directed task with a member of staff. This free programme gradually increases to a higher percentage of directed activities as children get older and more mature, so that as they approach transfer to Nursery, Reception or Year One, they are prepared for the transition.

'Next Steps' activities are planned for children according to: their individual needs; the needs of the group; the needs for the whole class. Below are some examples of how the EYFS setting has embedded 'Next Steps' within their daily and ongoing practice.

- Evaluation of the weekly planning determines the 'Next Step' for the whole class and for different ability groups.
- Comments made in the children's books and recordings.



- Plenary of the session.
- Verbal feedback during focused activities and child-initiated learning.
- General 'Next Step' will be determined according to the skills that the children need to improve upon.

2.5. Resources

2.5.1. Staffing

The EYFS classes are staffed with qualified teachers, qualified early years practitioners, and teaching assistants. Each member of staff is a key-person to a small group of children. All staff meet with the class teacher regularly regarding progress of their key children and sit down for a review of progress every term. All staff members have been given a series of daily responsibilities to ensure safe and effective practice.

To ensure that the needs of all children in the EYFS provision are met, the staff in the Early Years have access to the following specialists within the whole school staff team:

- Inclusion (Special Education Needs and English as an Additional Language) support
- Subject Leaders
- Qualified paediatric first aiders
- Speech and Language Specialist
- Occupational Therapist

Ratio:

The ratio and qualification requirements below apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

For aged two and over:

- there must be at least one member of staff for every four children
- at least one member of staff must hold a full and relevant level 3 qualification
- at least half of all other staff must hold a full and relevant level 2 qualification

For aged three and over:

- there must be at least one member of staff for every 13 children
- at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002
- at least one other member of staff must hold an approved level 3 qualification

For Reception aged children:

- Reception classes in maintained schools and academies are subject to infant class size legislation.
- The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher⁴



Key person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.10- EYFS statutory guidelines), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

2.5.2. Budget

The budget for EYFS is held by the budget holder. Spending requests are made collectively by all staff members, who discuss resources and possible spending needs and are pitched to the budget holder. Small voluntary charges are made for consumable resources in the EYFS. Parents/carers are encouraged to make a £1 donation per week, if possible.

2.6. Appraisal, staff development and support

2.6.1. Appraisal

The arrangements for appraisal include a structured discussion for each member of staff, where achievements are recognised and needs for training are identified.

2.6.2. Staff training, meetings and professional development

All staff members are involved in training days throughout the year. The dates and focus for these are agreed in advance. At Portway whole staff meetings are held on Tuesday and all other staff (i.e., EYFS practitioners, teaching Assistants, and Trainee nursery Nurses) attend training at key dates throughout the year dependent on school specific systems. At Selwyn, teacher staff meetings are held on a Monday and all support staff have a meeting on a Tuesday.

2.7. Links with other whole school policies

Below is a list of whole school policy which link to this EYFS Policy:

- Health and Safety
- Admissions
- Behaviour
- Charging
- Anti-Bullying
- Inclusion
- Safeguarding
- Assessment
- Equalities
- Educational Visits
- Teaching and Learning



- Staff Appraisal
- Child Protection
- Home/school agreements
- Personal, Health and Relationship Policy

2.8. Parental involvement

Parents/carers are partners in children's learning. We value their opinions and the information they can give us and we involve them whenever we can. Throughout the EYFS programme, there are opportunities for contacts with parents/carers which include:

- Parenting classes and other training.
- Language and advice support for families who do not speak English.
- Support and advice for parents/carers of children with special needs or disabilities.
- Parents/carers are invited to help in school activities.
- Parent and Toddler groups are offered for all families.
- Parents/carers are invited to special assemblies.
- Initial meetings between child, parents/carers and EYFS staff carried out prior to starting at the school.

Parents/carers are kept informed of what is happening in the setting through regular letters and informal conversations with the class teacher and other EYFS staff. Access to the Learning Library and the school library is provided on designated days and at designated times.

2.9. Links with the community and other agencies

2.9.1. Our local community

We use the opportunities offered by the local community in the following ways:

- Visiting local parks, shops and other attractions;
- People in the locality who come to talk to the children (theatre groups, police, fire fighters, nurses, local charities etc.)

2.9.2. Professional and local services

We have strong links with the following local services:

- The school psychological service
- School health visitor
- Social services
- Paediatric and other hospital outreach staff
- Community centres and local support workers, including faith groups
- Local groups for family support



- Language support and services

2.10. Assessment and record keeping

'On Entry'

'On Entry' observations are carried out by the key-person of their key children. The 'On Entry' observations are of children who have started their education at our school or are new to the EYFS setting. Observational evidence is gathered for the seven areas of learning.

At the end of each session, the key-person highlights any 'Characteristics of Effective Learning' and aspects that have been consistently evident during their key child's time at school.

The relevant milestones are recorded on the MIS.

The findings are used as a baseline to decide upon the child's starting point; to determine whether additional support or interventions are required; and to inform progressive planning for the cohort.

Interim and 'On Exit'

Each term, the key-person will mark their key-child's attainment on their assessment tracking platform.

Tracking System

Children's progress is recorded electronically for 'On Entry' and on a termly basis. The data is used to:

- Monitor children's achievement.
- Determine whether and how much progress has been made in comparison with the previous data input.
- Determine whether vulnerable or target groups of children are making progress.
- Determine areas of development and possible interventions or ways forward that could be put into place for individuals and for the cohort.

Progress check at age two

See Assessment Policy.

Reception Baseline at the beginning of the Reception year

See Assessment Policy.

End of Key Stage reporting

See Assessment Policy.

2.11. Monitoring and evaluation - including inspection



The general principles for monitoring and evaluation are contained in the Newham Community Learning Monitoring and Evaluation Policy. The following principles have been agreed by all staff:

- Observation, learning walks, book monitoring and planning audits.
- Curriculum evaluation - we evaluate each topic at the end of a half term period.
- Staff discussions - staff meeting agendas regularly contain evaluations of our effectiveness and planning ways forward.
- Inspection (including significant findings of previous inspections).
- Use of LA advice - we regularly consider the involvement of LA advisers/independent consultants, and use their perspectives to extend our internal monitoring.

