

Reach Academy Feltham

EYFS Policy

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This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.



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1. Aims

The Early Years is critically important to Reach Academy Feltham and is at the heart of our vision. We aim to deliver an exceptional experience to two, three and four year olds in our Nursery and Reception. This policy sets out our approach.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and 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
- Close partnership working between staff and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in EYFS Framework.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The Early Years at Reach is split into Nursery and Reception. In Nursery, we have both two year olds and three year olds. The two year olds are all accessing 15 hours. The three year olds are a combination with some accessing 30 hours in school and some accessing 15 hours.

In Reception, we have two classes of 30.

Nursery has access to outdoor provision, which is located in front of Nursery. Reception have access to the barked area of the farm as outdoor provision as well as the primary playground. The children have access to this at multiple points during the day.

4. Curriculum

Our early years setting has created a dual stranded curriculum encompassing core skills and knowledge that children in the EYFS need to thrive in their education. It is adapted each year to ensure that it is meeting the needs of the individual cohort. Both strands of the curriculum ensure the 7 areas of learning and development identified in the EYFS framework are being taught. These 7 areas are all important and inter-connected.

The prime areas are:

- communication and language

- physical development
- personal, social and emotional development

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The curriculum is underpinned by the 3 prime areas of development. Staff are highly skilled to ensure they are strengthening development of these skills throughout all teaching and interactions with the children.

Knowledge Strand

Our curriculum is **knowledge rich** and maps out the key knowledge of the world we believe children need to know. This is **backwards planned** so that there is progression throughout the phase but with opportunities to revisit each concept..

	Nursery	Reception
HT1	All About Me	My World
HT2	What I Celebrate	Celebrations & Festivals
HT3	Friendships	Occupations
HT4	Being Healthy	Growing & Changing
HT5	Things That Grow	Our Planet
HT6	Transport	Our Oceans

Skills Strand

The skills strand of the curriculum identifies milestones for pupils to work towards and complete during each year of the EYFS phase. The 'Ten Big Goals' form the backbone of the wider curriculum.

		Goal	Seedlings	Saplings	Reception
1		Trip	A trip to Tesco	A trip to the post office	A trip to the farm
2		Baking	To make toast and jam	To make bread and butter	To make biscuits and tea
3		Growing	To grow cress	To grow a sunflower	To grow a plant to eat
4		Craft	To make a pasta necklace	To cross stitch a bookmark	To sew a puppet
5		Ball Skills	To play skittles	To play piggy in the middle	To play a game of football
6		Storytelling	To retell a familiar story	To act out a story	To write a story and act it out as a play
7		All About Me	To talk about my family (using a photo)	To describe three objects that are important to me	To give a presentation on myself
8		Construction	To build a den	To make a clock out of junk modelling	To make a vehicle built for purpose

9		Performance	To perform a nursery rhyme	To perform a song	To perform a song with a dance routine
10		Climbing	To walk across the a-frame	To create an obstacle course with crawling, running and rolling	To create an obstacle course with jumping, hopping and climbing

The curriculum is designed to support pupils to make rapid progress throughout Nursery and Reception to ensure that every child makes a good learning of development (GLD) at the end of Reception.

After the settling in period, Nursery children begin discriminating sounds in the environment in preparation for formal phonics. From the Spring term of Nursery, children have access to high quality phonics input through the Read Write Inc programme. Pupils in Reception will be able to progress rapidly as we have mixed age groupings so they can move into groups with Year 1 pupils if they progress quickly.

Pupils also have access to a high quality maths curriculum based on the white rose programme that focuses on building number sense and fluency, as well as conceptual understanding of number.

4.1 Planning

Planning in the EYFS is done collaboratively and is led by the teachers in Reception and the Nursery Lead in Nursery. There is a long term plan for Reception and for Nursery and this informs a half-termly scheme of work that covers direct instruction and provision. Long term planning is flexible and responsive to the needs and interests of the children. Staff plan activities and experiences for children that enable children to develop and learn effectively.

In all planning and teaching, there is a key focus on developing speech and language by explicitly teaching vocabulary and uplevelling it in the moment.

Weekly planning includes whole class teaching, focus group instruction and provision, along with home learning suggestions. It is shared with the team and refined in the 'Shape of the Week' meeting on a Thursday.

Staff also take into account the individual needs, interests and stage of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Where a child's first language is not English, staff will take reasonable steps to provide opportunities to develop and use their home language in play and learning, supporting their language development at home

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

Characteristics of Effective Learning

The Characteristics of Effective Learning underpin our curriculum and teaching in the EYFS. We recognise that how children learn is just as important as what they learn, and we plan experiences that develop confident, independent and resilient learners.

Our provision promotes the three Characteristics of Effective Learning:

- **Playing and Exploring** – Children are encouraged to investigate, explore, make choices and learn through first-hand experiences.
- **Active Learning** – Children are supported to concentrate, persevere, take pride in their achievements and develop resilience when faced with challenge.

- **Creating and Thinking Critically** – Adults use questioning and sustained shared thinking to help children solve problems, make links in their learning and develop their ideas.

Practitioners observe these characteristics alongside children's progress to inform planning, interactions and next steps, ensuring every child is well prepared for Year 1

4.2 Teaching

Throughout our Nursery and Reception, we ensure that the EYFS curriculum is delivered through a combination of age-appropriate carpet sessions, carefully planned provision and close work with parents. We believe that a balance between direct instruction and play is key to enable the development of the whole child. We also plan out a rich variety of experiences, based on a progression of key skills, that enable a true breadth in our curriculum. Finally, we ensure that all staff fully understand and consistently seek to improve their skills in sustained shared thinking, understanding that high quality, positive interactions are key to stimulating effective child development.

As children grow older, and as their development allows, the balance gradually shifts towards more direct instruction to help children prepare for more formal learning in Year 1.

The day for pupils in Reception will include a taught phonics session that lasts 45 minutes and follows a consistent structure as outlined within the RWI programme. In addition, there will be a further whole class literacy slot, with a focus group activity at least once a week. All pupils will have a taught maths session daily along with a focus group once a week. There are opportunities throughout the day to deliver key content related to other areas of learning and a weekly Team Reach slot focused on PSED and PE slot focused on physical development. Alongside this, children have daily access to both indoor and outdoor provision.

4.3 Staffing

At Reach, we believe that the EYFS is critically important and that we should therefore be ensuring that the most highly qualified people are working with our youngest children. Our staffing is organised as per the EYFS framework with suitably qualified staff.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children in Nursery. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children in Nursery. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification

In Reception we determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

On-going training and development is provided to all staff working in EYFS on a weekly basis, through coaching, morning practice and during 'Shape of the Week' with further individual training needs addressed through our coaching programme and staff access to high quality external CPD run by Feltham Early Years Network.

5. Assessment

At Reach Academy Feltham, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and interests. These observations, which are based on skilled practitioners' knowledge of child development and their next steps are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers and work closely alongside external agencies to ensure support where needed.

All pupils are baselined at the end of the Autumn 1 half term as well as completing the Reception Baseline Assessment (RBA). The next data point is before the Spring half-term and then finally in June. This progress may be reviewed more frequently for certain pupils or areas of learning who are at risk of underachievement. Alongside this assessment, based on the EYFS Profile, there is a half-termly phonics assessment for pupils in Reception, which supports reading judgments and informs the grouping for phonics. In the final term of Reception, the EYFS Profile will be completed for each child. The Profile, which will be shared with parents/carers, provides a well rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. We have regular internal moderations across EYFS, involving senior staff. We are seeking to work with other EYFS settings in the London Borough of Hounslow to moderate judgments in Nursery and in Reception.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Staffing

At Reach, we believe that the EYFS is critically important and that we should therefore be ensuring that the most highly qualified people are working with our youngest children. Our staffing is organised as per the EYFS framework with suitably qualified staff.

Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff

- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

In Reception, each class has a qualified teacher and teaching assistants available throughout the week to assist teaching and deliver interventions.

On-going training and development is provided to all staff working in EYFS on a weekly basis, through coaching, morning practice and during 'Shape of the Week' with further individual training needs addressed through our coaching programme and staff access to high quality external CPD run by Feltham Early Years Network.

Safer Recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Headteacher, Kirsty Simkin. If the concern is about the headteacher or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board.

See our whistleblowing policy for more detail on our procedures for handling whistleblowing .

Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We want the EYFS at Reach to set the tone for a partnership that will last throughout their child's time in the school. There are a number of particular features of the induction and on-going relationship between parents and carers and the school:

- Every pupil has a home visit before they start in Reception or in Nursery.
- All parents receive an information event during the Summer term as part of their induction: this includes discussions of how best to prepare children for their first day, what to expect;

- All children have the chance to attend a Stay and Play in the setting prior to their first day. During this session, all parents are invited to a 'coffee morning' where they will meet staff from the school and hub;
- All parents are invited to join a Family Links programme during their first term at Reach;
- Parents are regularly invited into school to observe their children and are given information about what pupils are covering on a weekly basis;
- Home visits are used frequently by teachers and other staff to work collaboratively to support pupils where extra help is needed.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher takes the lead in ensuring that their learning and care is tailored to meet their needs. Each child also has a key person, who supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

First Aid

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. Staff working in the nursery who obtained a qualification since 30 June 2016 must gain a paediatric first aid qualification within three months of starting work in order to be included in ratios at level 3 or level 3 which must be renewed every 3 years.

Toileting and privacy

We make sure that there are:

- o Enough toilets and hand basins available for the children
- o Suitable and hygienic nappy changing facilities
- o Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Intimate Care

Children requiring support with toileting, changing after accidents or nappy changing are treated with dignity, respect and privacy at all times. Staff explain what they are doing, encourage children to do as much as possible independently. Where a child requires regular intimate care, parents sign a copy of our intimate care policy. All intimate care given is recorded. Gloves and appropriate hygiene procedures are used, and parents are informed of any significant concerns. Two adults are not routinely required for intimate care, but staff follow the school's safeguarding procedures where additional support is appropriate. Please see our intimate care policy for more details on our procedures.

Safer Sleeping

Children attending nursery or reception do not routinely sleep during sessions. Should a child require rest, this will be managed in line with safer sleep guidance and discussed with parents.

Children are placed on their backs to sleep where appropriate, sleep spaces are kept clear, children are checked regularly while sleeping and sleeping children remain within sight or hearing of staff. Families are informed at the end of the day if their child has fallen asleep.

Safer Eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances (see allergy awareness and controls policy)
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create healthcare plans for their child – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Safety of Premises

Staff complete daily checks of the indoor and outdoor learning environments in line with our risk assessments. Any hazards are addressed promptly, and equipment is maintained to ensure it is safe and suitable for children's use.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

We have a fire safety policy, Martyn's Law Policy and Procedures which outlines our emergency evacuation and lockdown procedures.

Fire exits are clearly identifiable and fire doors free of obstruction and easily opened from inside.

Banned dog breeds (meaning dogs to which section 1 of the Dangerous Dogs Act 1991 applies including the XL Bully type) must not be kept or present on the premises at any time.

Supervision

Children are supervised appropriately at all times, including during transitions, outdoor learning, educational visits and mealtimes. Staff deployment is regularly reviewed to ensure children's safety.

Medication

Medicines are administered in accordance with the school's Supporting Pupils with Medical Conditions and Medicines Policy. Appropriate parental consent is obtained and records maintained.

Accident or injury Reporting

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a record on Smartlog of accidents or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any (Smartlog sends an email notification of a completed medical form):

- o Accident or injury sustained by the child
- o First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Head injuries are monitored in accordance with school procedures and families called immediately.

Collection

Children are only released to authorised adults identified by parents. Any changes to collection arrangements must be communicated directly to the school. Procedures are in

place for late collection and where an authorised adult does not arrive. In the case of EYFS pupils, siblings aged 16 and over only can collect their child at the end of the day but no siblings younger than this may take the EYFS pupil home.

Mobile Phones, Cameras and other electronic devices with imaging and sharing capabilities)

Staff follow the school's mobile phone and acceptable use policies. Personal mobile phones are not used while supervising children, and photographs are only taken using approved school devices.

Parents/carers and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body annually.

At every review, the policy will be shared with the governing board.

Appendix 1. EYFS Behaviour Policy

Children in the EYFS often join us at varying stages in their development and it is our role to provide them with a caring, safe and stimulating environment in which they can thrive. We take a whole child approach for each child in our care and seek to explore every opportunity to support them in reaching their potential

Our Role as Adults

Our role as adults is to support children to develop, thrive and feel safe in the setting. We should use creative approaches to support children and prioritise helping them to self regulate. Positive behaviour is built primarily on good relationships and communication. Children have a desire to please people they have strong relationships with. As adults, we should remember that we are significant role models in modelling what we expect from the children in our setting.

Clear and Consistent Boundaries

In order for children to be successful, it is necessary that there are clear and consistent boundaries. This will enable children to know what is and what is not acceptable. Setting boundaries makes it clear that limitations do exist and teaches children that there are consequences of inappropriate behaviour. Knowing that there are boundaries provides children with a safe and secure environment, thereby promoting good mental health.

In Nursery, demerits are not used. If a child behaves in a way deemed to be particularly unsafe or unkind, an adult will model the language of apology and prompt a restorative conversation with another child/children if appropriate. The child will then spend time with an adult being taken around the space and watching the way that other children are interacting, thus seeing a 'good model'. We see this as a key teaching moment and it is therefore important that children are consistently supported when they make a poor choice.

In Reception, the 'Time Out' system will be used at the beginning of the year until the children are developmentally ready for the introduction of demerits. If a child behaves in a way deemed to be particularly unsafe or unkind, they will receive a 'Time Out'. The time out is served for a length of time which matches the child's age and will involve an adult modelling the language for apology and prompting a restorative conversation with another child/children if appropriate. The time out is served as soon as appropriate (e.g. immediately during freeplay, or at the end of a carpet session or small group). However, a 'Time Out' may be shorter or longer depending on the specific context and the pupil's development.

Rules in the EYFS

I REFLECT on my behaviour to improve myself.

I ENDEAVOUR to work hard at all times.

I ASPIRE to always do my best.

I SHOW COURAGE when things are challenging.

I HAVE FUN and support others to have fun both inside and outside the classroom.

Rewards

The most effective way to stimulate desired behaviours is to reward children for successful choices.

Rewards in the EYFS should include specific praise as to why the child has been successful and use of these methods.

- Positive and warm body language
- Tone of voice
- Praise and compliments
- Encouragement

- Attention
- Privileges
- Celebration of achievements
- Value Certificates

Supporting Behaviour

There are a number of strategies that can be used to support children to be successful in their learning.

As the practitioner you should use your judgement to decide whether there is a skill gap, or the behaviour is willful.

Where there is a skill gap, we should seek to help that child understand the rules and support them to follow them (e.g. reteaching, practising, using a sticker chart, personal visual reminder, or a home reward).

Where misbehaviour is deemed to be willful, we guide children to make better choices by narrating and modelling the desired expectation. If appropriate, we may guide the child to 'make a fix' by providing them with a list of options (e.g. writing a sorry card). In Reception, we may give a 5 minute timeout which provides opportunity for the child to calm and reflect.

Recording Violent Incidents

All incidents of hurting should be logged centrally, even if these are deemed to be developmentally appropriate.

Where time outs and other strategies are not supporting a child to be successful in a setting, the child should be referred to the SEN team. In addition, a parent meeting should be held and a home visit carried out. This is because it is essential to gain a rounded picture of the child's experiences, routines and development in order to support them effectively. Where possible, we would also invite the parents into the setting as frequently as possible.

Child Development and Expectations

Children develop in different ways and at different rates, and it is important that our expectations reflect this. We use two documents to inform our understanding of child development and assess children at different stages within the EYFS. These are:

Development Matters:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf

Birth to 5 Matters:

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>