



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	Early Years Foundation Stage (EYFS)
Date policy updated	01.10.2020
Date policy to be reviewed	01.09.2021
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A shaded area denotes a regulation to which all schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies

Admissions
Assessment and Reporting
Child Protection and Safeguarding
EYFS Outdoor Play
EYFS Staff Supervision
EYFS Toileting Procedure
Staff Taking Storing and Using Photographs or Videos

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

‘Early years Foundation Stage Profile’ Department for Children, Schools and Families

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Clifton High School, EYFS comprises of all children in The Hive and Reception Classes and these are based in the in Woods House. Children can join The Hive in the term in which they become 3 years old and stay until the end of Reception after which time they join Year 1 for the next phase of their education. Clifton High School also provides both before and after school care for EYFS children.

Clifton High School values the importance that the EYFS framework plays in laying secure foundations for future learning and development, not just for preparing for the next stage of children’s education at the school but also for developing important life skills.

The School adheres to the statutory framework of the EYFS and the 4 guiding principles that shape practice within Early Years Settings as outlined below.

A unique child – Every child is recognised as a competent learner who can be resilient, capable, confident and self-assured and that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; praise and encouragement is used as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships – Clifton High School children learn to be strong and independent from secure relationships and the school aims to develop caring, respectful and professional relationships with the children and their families.

Enabling environments – The School environment plays a key role in supporting and extending children’s development. Through observations, the children’s interests are assessed, stages of development and learning needs, before planning activities and experiences to extend their learning.

Learning and development – Both indoor and outdoor classrooms are organised to allow children to explore and learn securely and safely. There are areas where children can be active, quiet and also rest and children are able to locate and access equipment and resources independently.

The Learning Environment

Clifton High School aims to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children learn in attractive and spacious classrooms that are set up with discrete areas of learning with planned continuous provision. The EYFS rooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly.

The EYFS environment has two enclosed outdoor areas which are referred to as the top and bottom gardens, each with its own contrasting characteristics. Clifton High School firmly believe that learning outdoors has a positive effect on the children and offers opportunities for doing things in different ways and on different scales than when indoors. It offers the child the ability to explore, use their senses and be physically active and exuberant. Activities and resources for the children to access outdoors are planned to help them develop in all areas of learning. Children benefit from having specific Forest School lessons in the school grounds where they can make use of such facilities as an outdoor classroom, the Pond and fire-pit. Children also have the opportunity to learn in Worcester gardens, an attractive, secure private garden adjacent to the school. These experiences are then built on when the children go to Forest School in Year 1, taught by an external Forest School Provider. Reception children have free flow access to the outside space with steps allowing access to the top garden and children in The Hive have free flow access from the main entrance door by their classroom. Reception children join Year 1 and 2 in the playground during morning and lunchtime breaks. All children have the opportunity to participate in a wide range of physical activities on a daily basis: some of these are adult led timetabled sessions such as Physical Education.

Learning and Development

Effective learning builds and extends upon children’s prior learning and follows their interests, fascinations and experiences. Planning is informed by observations of the children to ensure these are followed. These observations are used to inform the next steps in planning and are recorded online, with observations, notes, photographs and assessments being uploaded onto a secure site using software called Tapestry. In Reception a baseline assessment is used, BASE, which helps identify the developmental stage of each child on starting school and assesses their learning again, at the end of the year, ensuring they make good progress from their starting point.

Children’s needs are met through

- Planning opportunities that build upon and extend their knowledge, experience and interests, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on children’s learning needs
- Providing a wide range of opportunities to motivate and support the children and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Placing high importance on spiritual, moral, social and cultural development and welfare of children
- Planning more challenging activities for children whose ability and understanding are in advance of their language and communication skills and supporting children who are not meeting their expected level of development

- Planning more challenging activities for children exceeding their expected level of development in a specific Early Learning Goal
- Following current child protection and safeguarding legislation
- Monitoring children’s progress and taking action to provide support as necessary

Learning and development is categorised into 3 prime areas of learning

- Communication and language
- Physical development
- Personal, social and emotional development

Additionally there are 4 specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed in these areas. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the 3 prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the parents and then if appropriate with the Enhanced Learning Department and agree how best to support the children.

Learning through play

At Clifton High School, each area of learning and development in the EYFS is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play based learning is paramount and children can direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. All staff who work in our EYFS are involved in this process. There is an on-going judgement to be made by staff about the balance between activities led by children, and activities led or guided by adults. Staff must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help each child prepare for more formal learning, in Year 1.

The learning and development for children in The Hive and Reception follows the child’s interests and experiences. The learning takes place within the framework of different themes across the year. In The Hive, broad themes are used as a starting point each half-term which are discussed with the children, thereby enabling them to have ownership of and input in the direction the idea develops as shown below.

Autumn Term	Spring Term	Summer term
Ourselves	Light and dark	Creatures
Celebrations	Changes	Holidays

Reception follow a different theme each half-term as below, however themes may change to reflect the changing interests of different cohorts.

Autumn Term	Spring Term	Summer term
All About Me	The Coldest Places on Earth	Stories and Traditional Tales
Festivals and Celebrations	Ship Ahoy!	Healthy Me

The EYFS staff write medium term and weekly plans offering experiences in all 7 areas of learning within the context of these themes. Staff working with the youngest children in the EYFS will focus more strongly on the 3 prime areas of learning, which are the basis for successful learning in the other 4 specific areas. Weekly plans will also reflect recent observations in order to include the next steps in the children's learning and remain flexible for unplanned circumstances and children's responses. They will also include activities relating to the appropriate phase of Letters and Sounds that the children are working at and also include both a weekly Music and a Singing Session taught by a Clifton High School Music specialist.

Both whole group and small group times are planned for and the length and frequency of these adult directed teaching times increase as children progress through the EYFS. These plans are reviewed regularly by the Infant School Leader and Assistant Infant School Leader.

When planning children's activities, the EYFS staff also reflect on the different ways that children learn and reflect these in their practice. At Clifton High School support is given to children in using the 3 characteristics of effective teaching and learning.

These are

Playing and exploring - children investigate and experience things, and 'have a go.'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Parents as Partners

Clifton High School recognises that parents are the children's first and most enduring educators and their contribution is valued. The role that the parents have played and their future role in educating their children is recognised through:

- Ensuring children have the opportunity to spend time with their teacher before starting school during sessions such as informal visits and also 'Move on Up Day'
- An information evening for Reception parents in June where they receive the Reception Information booklet and learn about our ethos and curriculum
- Individual meetings to talk to The Hive parents about their child when they start in school
- Asking parents to complete an admissions form, a medical form and fill in a form about their child including their likes, dislikes and any concerns they may have etc.
- Encouraging parents to talk to their child's teacher at the first possible opportunity if there are any concerns
- Inviting parents to attend meetings providing information about other areas of the curriculum, e.g. Early Reading and Phonics, Speech and Language workshop, Accessing the online learning journeys
- Holding formal meeting for parents three times a year at which the teacher and the parent discuss the child's progress with the teacher. Parents receive a full report on their child's attainment and progress at the end of each school year and an interim report in the Autumn Term. Children in The Hive may also have the statutory '2 Year Check' report if applicable
- Organising a range of activities throughout the year that encourage collaboration between children, the school and parents i.e. 'Book Look' open morning sessions, music-related performances, Sports Day etc.
- Inviting and actively encouraging parents to contribute observations and photographs relating to the children's development and achievements to the online learning journeys
- Offering parents opportunities to talk about their child's progress and allowing regular access to the children's work and classroom displays
- Making parents aware of the curriculum and ongoing activities through the weekly plans posted on the class notice boards along with any other relevant messages or information on a daily basis on the boards outside each room
- Parents are also encouraged to visit the as 'Visiting Speakers' in order to enrich the curriculum with information about their expertise, career or culture

Inclusion

Children and their families are valued in the EYFS setting. Children are respected as individuals and have equal access to all provisions available. Children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments consider contributions from a range of perspectives and teachers work closely with our Enhanced Learning Department (ELD) when barriers to learning are identified to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents at an early stage. The Special Educational Needs Coordinator (SENCO) identified for being responsible for EYFS is Mrs Swannell.

Children with English as an Additional Language (EAL) are well supported in our EYFS setting. The school values their home language and culture and reflect these in our environment. Opportunities are provided for children to develop and use their home language, supporting their language development at home. This ensures that children have sufficient opportunities to learn and reach a good standard of English during the EYFS. If appropriate, EAL children have access to a qualified EAL teacher who can work alongside individual or groups in the classroom.

Equal Opportunities

All members of our EYFS are treated as individuals. The School aims to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare children for life in a diverse and multi-faith society.

Health and Safety and Welfare

It is important to us that all children in the EYFS at Clifton High School are safe. Children are educated on boundaries, rules and limits and helped to understand why they exist. They are provided with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. EYFS staff aim to protect the physical and psychological well-being of all children.

“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 Early Years Foundation Stage’

At Clifton High School it is understood that there is a legal requirement to comply with certain welfare issues as stated in the Statutory Framework for Early Years Foundation Stage 2017.

At Clifton High School EYFS are required to

- Promote the welfare and safeguarding of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so and have undergone the relevant checks
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

At Clifton High School there are clear procedures for assessing risk which includes procedures for keeping children safe during trips and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS Statutory Framework 2017, Clifton High School undertakes to ensure that

- Medicines and the systems for obtaining information about a child needs for medication are kept up to date.
- Prescription medicines will not be administered unless they have been prescribed for a specific child by a doctor, dentist, nurse or pharmacist
- There are first aid boxes accessible at all times
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- The lunch provided is healthy, balanced and nutritious
- A healthy snack is available during the morning session. (In The Hive this is provided, Reception children bring their own healthy snack to school)
- EYFS staff have received training in food hygiene
- A paediatric first aider is accessible at all times and a record of accidents and injuries is kept
- A fire and emergency evacuation procedure and policy is in place
- There is a designated teacher, currently Miss Mulholland, who takes responsibility for child protection in The Hive and Infant School, who is the school's Designated Safeguarding Lead Support (DSLS)
- A Staff Taking, Storing and Using Photographs or Videos policy is in place stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. In addition, in EYFS, all staff must ensure that their personal mobile phones are stored securely in designated cupboards away from any EYFS areas, throughout contact time with the children. Visitors, volunteers and students in EYFS must also adhere to this. Mobile phones may only be used during staff breaks or in a staff members own time in a designated staff area of the EYFS e.g. a staff room but not within the teaching areas. It is the responsibility of all members of staff to be vigilant as regards appropriate use of mobile phones and report any concerns to the Infant School Leader
- During group outings nominated staff will have access to the school mobile phone which can be used in an emergency or for contact purposes. Staff may carry their own phones in bags but they should only be used in emergencies
- Children in EYFS are not permitted to bring mobile phones into school
- Cameras that are used in school must not be used for staff own personal use. Staff are not permitted to use their own devices, such as mobile phones to take photographs, which is in line with the Staff Taking, Storing and Using Photographs or Videos policy section 'Use of Cameras and Recording Devices'
- Photographs may be taken on designated school tablets used in the EYFS by authorised members of staff for the purpose of assessment and gathering evidence of the children's learning for their online learning journals. Staff are responsible for the location of these and they should be stored securely when not in use. Images taken must be uploaded as soon as is reasonable onto Tapestry's secure online site. Under no circumstances must cameras of any kind be taken into bathroom areas
- The staff: children ratio meets the statutory guidelines for our young children, as do staff qualifications as set out in the 2017 statutory framework
- Children are usually within sight and hearing of staff and always within sight or hearing

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Each child in EYFS is assigned a 'Key Person'. At the School, the EYFS teachers act as key person to all children in Reception and The Hive. The key person engages and supports parents in guiding their child's development both at school and at home.

Quality Assurance

A member of staff, currently Mrs Barker, is responsible for overseeing the School Quality Assurance Scheme. This is a self-evaluation process that ensures all staff are building on our previous best and

are continually raising standards. The EYFS staff are all involved in this cycle of continuous improvement in order to improve outcomes for our youngest children at Clifton High School.

Transition from EYFS to Year 1

It is the schools aim that the majority of our children in EYFS will continue to be educated at Clifton High School until they leave at the age of 18.

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents, staff and teachers with a well-rounded picture of a children's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This aids Year 1 teachers understanding of each child's stage of development and learning needs and assists with the planning of activities in Year 1. Reception children visit Year 1 on several occasions throughout the year as part of the transition process to the next stage of their education.

COVID – 19 Adjustments

Below are the adaptations that are taking place in the EYFS at Clifton High School, due to COVID-19

- ***Toys that are often used are sterilised regularly using Milton***
- ***The Hive and Reception are treated as separate bubbles and toys are not shared across these bubbles***
- ***There may be times where staff are required to come into contact with children. Where this is necessary, PPE will be worn (e.g. changing nappies)***
- ***Parents are currently unable to enter the school, building and children are collected by their class teacher from the designated area***
- ***In Reception, Reading Records are now digital and all reading books are quarantined for 72 hours after they are returned***
- ***The whole school risk assessment is followed and all classrooms have been COVID approved by school governors***
- ***All specific COVID procedures are contained within this risk assessment – e.g. increased hand hygiene***