



AVANTI SCHOOLS TRUST

Krishna Avanti Primary School Early Years Foundation Stage Policy

September 2022

Review date: September 2023

Early childhood is the foundation on which children build the rest of their lives. We value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We also view the EYFS as preparation for life and not simply preparation for the next stage of education. The Avanti Way underpins all we do, to ensure our children have the best possible start on their journey to Educational Excellence, Spiritual Insight and Character Formation.

Aim

We aim to support all children to become independent and collaborative learners by:

- Providing a happy, safe, stimulating and challenging programme of learning and development.
- Providing a broad, balanced and creative curriculum that will set in place firm foundations for further learning and development.
- Fostering independence and self-confidence in all children.
- Valuing what each child can do, assessing their individual needs and helping each child to progress.
- Developing strong relationships with parents and carers to build a partnership in supporting their children. We know parents are children’s first and most enduring educators and we value the contribution they make.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Curriculum

The Early Years Curriculum we will offer children is based on the following principles:

- It builds on what children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

Our curriculum for EYFS is based on the statutory framework for the early years foundation stage 2021 (setting the standards for learning, development and care for children from birth to five). We use *Development Matters in the Early Years Foundation Stage*; non-statutory guidance material which support the implementation of the statutory requirements of the EYFS. At the end of the Reception year, each child will be assessed against the 17 Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below.

Our EYFS curriculum will focus on the following domains of learning:

Domains of learning	National curriculum areas of learning	
English and Languages	Communication and Language (C&L)	Literacy (Reading & Writing)
Mathematics	Number & Numerical Patterns	
Physical development and Movement	Physical Development (PD)	
Arts, Music and Crafts	Expressive Arts and Design (EAD)	

Philosophy, Faith and Belief (to include PSED)	Personal, Social and Emotional Development (PSED)
Nature and the environment, Science and Technology	Understanding the World (UW)

These domains of learning and development will shape educational provision in our Early Years. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others; staff will take responsibility for ensuring a balance of adult led and child-initiated activities in order for most children to reach the levels required at the end of EYFS. Children’s development levels are assessed and as the academic year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

Literacy development: involves encouraging children to link sounds and letters and to begin to read and write. Within the classroom, we encourage this with the use of Talk for Writing, 1:1 reading, library sessions and daily story time. The children in the EYFS participate in daily phonics sessions, following a nationally recognised programme. In our school we use Essential Letters and Sounds.

Our learning environment and the delivery of the curriculum incorporates the three characteristics of effective learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and ‘have a go’.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

EYFS staff will use observations as the basis for planning; observing children to identify their achievements, interests and next steps for learning. These observations will direct planning and are used to create next steps which are regularly fed back to parents.

Children will have access to both inside and outside areas across the day; this has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors.

Parents as Partners

Parents and carers have an important role to play in the education of their child. We strive to create and maintain partnerships with parents from the outset as we recognise that together we can have a significant impact on a child’s learning. We welcome and actively encourage parents to participate in their child’s education and care as parents are children’s first and most enduring educators. At the school we develop longstanding caring, respectful, professional relationships with our children and their families.

Teaching and Learning

The need and interests of the children, the environment and the time of year are reflected in our planning. We organise the curriculum into ‘I wonder’ questions and make connections to all seven areas of learning. We use curriculum overviews and refer to long term, medium and short-term plans, with the flexibility to change and adapt to children’s interest.

The children feel listened to and valued because they contribute to the planning process, which gives them ownership and improves their learning experience. Through learning, children are encouraged to become independent learners as they access the different areas of learning. It is important at this early stage that children are provided with the skills necessary to identify and communicate their needs and wants, look after themselves and their belongings and make choices. This independence helps children to make sense of the world around them and provides them with opportunities to create, investigate and communicate.

In the EYFS we recognise the following as key features of quality teaching and learning:

- The presence of strong partnerships between teachers and parents
- Teachers understand how children develop and learn and how these variations affect their teaching
- A well-planned curriculum which helps children work towards the Early Learning Goals
- Teachers give clear explanations and set clear expectations
- Teachers plan appropriate interventions with support from outside agencies if appropriate
- All practitioners facilitate progression in learning through effective scaffolding
- A well thought out environment, which allows children to feel safe and confident to communicate/talk about their learning and to develop as independent learners
- Consistent assessment for Learning
- An underlying ethos of high expectations, praise and encouragement
- Embed the ethos and values of Avanti Schools Trust.

The Learning Environment

The EYFS classrooms are organised to enable children to explore and learn securely and safely. There are areas where the children can be active, creative and quiet. Each classroom will have clearly defined learning areas where children are able to locate equipment and resources independently. We deliver learning experiences through purposeful learning with a balance of adult-initiated and child-initiated activities.

Outdoor Learning

Children will have the opportunity to learn through play outside on a daily basis throughout the year in all kinds of weather. Provision outside should allow children to have the freedom of the outdoors and offer children the opportunity to move on a larger scale, to be active, noisy and messy and to use all their senses with their whole body. Therefore, carefully planned outdoor learning experiences will help all children to find out about themselves and their capabilities. Outdoor learning helps develop self- confidence, independence and lays the foundations for a healthy life. We will ensure that there is a balance of adult-led and child- initiated activities delivered through indoor and outdoor learning. We will monitor equipment so that outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable for their purpose with appropriate risk assessments carried out.

The role of the lead practitioner outside is crucial in:

- Supporting children's learning through outdoor planned learning activity
- Extending and supporting children's spontaneous learning
- Planning and resourcing a challenging environment
- Developing children's language and communication in their learning
- Observing children and adapting provision

- creating structures to clearly show who is responsible for the setting up and clearing away of outdoor resources
- Demonstrating an enjoyment of being outside with the children
- Linking provision to the planned indoor curriculum and building on children's interests. Weather conditions should be viewed as an opportunity to develop children's learning
- Encouraging children to assist in tidying up after the morning and afternoon session.
- Supporting the children's spontaneous talk and exploration, through imaginative and skilful interaction.

Behaviour Management

Children are supported to manage their behaviour in line with accepted school procedures. At all times practitioners are expected to behave thoughtfully, from a position of understanding individual needs and to use the Avanti approach and relevant strategies in managing children's behaviour and feelings.

Observation and Assessment

Formative assessment is at the heart of our Early Years practice. We ensure high quality interactions are at the heart of our Early Years practise, ensuring that's misconceptions are addressed in real time, with no child left behind. These are used to inform teacher assessment which will be shared with relevant parents at the end of each week. At the end of Reception, a child's learning journey and teacher's knowledge of the children, will be used to provide evidence for the assessment of whether they are working at a stage which is emerging or expected in the Early Learning Goals (ELGs) for the seven areas of learning and development.

Assessment is inputted on Arbor regularly in line with the Trusts data drops deadlines. The Reception Baseline Assessment (RBA) is used to gauge the starting point of children on entry to the school. This short assessment, will be taken in the first month in which a child starts reception. Children will also be assessed half-termly in Phonics to closely monitor their progress.

Inclusion/ Special Educational Needs

All children and their families are valued at the school. Children are treated as individuals and they all have equal access to our daily provision. The broad and differentiated nature of our planning means our plans are flexible to meet the needs of all children regardless of disability, ability, race, ethnicity, culture, language, gender, sexual orientation, age, religion or social background.

Early identification of special needs is crucial to enable staff to support the development of the child. Concerns are always discussed with parents at an early stage and the school's Special Educational Needs Coordinator (SENCO) is called upon for further information and advice from external agencies.

In order to accommodate children's particular learning style, lessons will be planned, wherever possible, in a multi-sensory way so that the various activities will cater for all children in the spirit of inclusion.

Role of Key Person

Children in EYFS are assigned a key person; a member of staff who has special responsibility for the education and welfare of a particular group of children for a particular week. The class teacher and LSA still remain responsible to all children regardless of this.

The Key Person will:

- Develop secure trusting relationships with key children and their parents/carers
- Provide a secure base for key children by supporting their interests and explorations and by being physically and emotionally available to them
- Comfort distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently
- Acknowledge and allow children to express a range of feelings
- Settle new key children into the setting
- Settle key children and where possible eat with them in small groups.
- Create next steps, recommending suggested activities to try at home, in order to consolidate or practise.

Key person responsibilities include:

- Setting next steps and feeding this back to parents
- Observing key children and analysing the information gathered through observation
- Planning and evaluating learning experiences for individual children based on observations of their interests and developmental stages
- Communicating with parents wherever possible.

Safeguarding

The EYFS Leader must hold a Level 3 qualification with all other staff holding a Level 2 or equivalent qualification. All staff must adhere to Avanti School Trust Safeguarding Policy and refer all areas of concern to the named Designated Safeguarding Lead.

We have clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for many aspects of the environment, or provision that may require a further risk assessment. In addition to this, appropriate risk assessments are conducted in the Early Years Foundation Stage. (See Annex 1)

Transitions are carefully planned for acknowledging the child's needs. We aim to establish effective partnerships with those involved with each child in order to provide the best support.

Transitions

Families joining the Nursery are offered 'Stay and Play' sessions. Parents are invited to an information session about the EYFS to ensure families are prepared and informed.

Home visits are made so children are introduced to early years practitioners in an environment that is familiar and comfortable to them. Parents/carers are invited to share details of their child's interests and development and to advise us of any concerns of medical requirements that might be needed. Staff take the opportunity to get to know, observe and play with the child.

Children are introduced to the Nursery and Reception setting in small groups so that they have more time with practitioners during their settling in period and to help develop relationships between the child and staff before allocating a key person. The key person will help the child and parent/carer become familiar with the setting and to feel confident about our practice.

Staff liaise with previous nursery settings and information is shared with colleagues from different settings about children entering the school. Where a child has an identified SEND, staff visit them at their first setting.

Transition between Year Groups and into Year One

The summer term is when most transition work takes place to support children with this change. Children meet their new teachers and prepare work to take with them to their new classes. The Reception children join Key Stage 1 children for play times in the summer term, as well as having a daily challenge to support them when adding more formal learning to their day. They visit their new classroom and where possible their new teacher spends some time working in the known Reception class.

Annex

Annex 1: General Risk Assessment

Assessment Ref: Krishna Avanti Primary School Harrow, EYFS Classrooms

Risk Ranking: Likelihood x Severity = Risk (High, Medium, **Low**)

General / Job or / Area specific / <u>Trip</u> (Travel: Walking , Venue: KAPSH, EYFS Classrooms , Climate, Sustenance, Organisation Of Group:, Pupil to adult ratio:) (Nursery and Reception)							Carried out by: Alisha Patel, Riya Talwar and Asha Patel		
Ensure CC to: <i>Head Teacher/Deputy Head teacher, Business Manager, Class Teacher.</i>							Date: 07.09.2022		
Department/Section: <i>EYFS: Reception Class Teacher</i>									
Task/ Activity Area	Hazard	Who's at Risk	Controls in Place	Risk	Further Controls Needed <i>Always if Risk is Medium or High</i>	Residual Risk	Who to Action	Completion Date	
Need for emergency contact	Distance from class	children	<ul style="list-style-type: none"> Ratio of adults to children to be 15:1 Ensure group behaviour and supervision is acceptable and appropriate. Each class have a contact number and collection list for emergency use. Red emergency triangle in every class in case of emergency. Class Telephone – contact others in an emergency. 	Low			All Staff	07.09.2022	

Minor injury or serious illness	First Aid, children require prescribed medication	children	<ul style="list-style-type: none"> • First Aid kits in the two classrooms that lead to outside area with first aid trained adults in all classes. • Any prescribed medication e.g. Inhalers, epipens, in the locked first aid cabinet. • Any administration of medication is logged on CPOMS. • Parents/carers informed of any minor injuries. <p>First Aiders: Kalpna Assani, Ranjit Padam, Jillian Dhungana, Sara Aakhunzzada, Jessica Sengani, Varsha Chandarana</p>	Medium	<p>There are trained staff in first aid in each classroom.</p> <p>All staff have access to school phones and walkie talkies.</p>	All Staff	Ranjit Padam, Sara Aakhunzzada , Vidhi Shah – All other staff in the event of an absence of above.	07.09.2022
Major injury or death	Small Objects, choking	children	<ul style="list-style-type: none"> • Verbal advice given of risks related to putting things in mouths • Only age appropriate resources out • Teachers and staff to be vigilant 	Low		All EYFS Staff		07.09.2022
Classroom doors	Obstructions to entrances and exits	Children and adults	<ul style="list-style-type: none"> • All doors are easily accessible and clear of furniture. • Door monitors are in place making sure all fire doors are kept closed and no resources are blocking them. 	medium	Daily risk assessment takes place and signed by a member of staff in the EYFS.	All EYFS Staff		07.09.2022

Minor injury	Wooden blocks	Children	<ul style="list-style-type: none"> • Verbal advice given as children could get knocked/hit with them • No more than 30:1 ratio in the Outdoor Classroom for a teacher and 15:1 for a Learning Support Assistant, • Behaviour needs to be managed and controlled • Constant adult supervision in this area 	Low			All EYFS Staff	07.09.2022
Minor injury	Guillotine	Children and adults	<ul style="list-style-type: none"> • Not to leave out if children are in school • Adult use only • Must not be left unsupervised 	Low			All EYFS Staff	07.09.2022
Minor injury	Laminator	Children and adults	<ul style="list-style-type: none"> • Not to leave out if children are in school • Adult use only • Must not be left unsupervised 	Low			All EYFS Staff	07.09.2022
Minor injury	Scissors	Children and adults	<ul style="list-style-type: none"> • Not to leave out if children are in school (adult scissors) • Children to be supervised while in use. • Talk to children about safe use and transportation of scissors 	Low			All EYFS Staff	07.09.2022
Minor injury	Bathroom Doors		<ul style="list-style-type: none"> • Children taught not to lock the doors in reception. In case of a child being locked in an adult to use a coin and open it from the outside. • All doors are easily accessible. 	Low			All EYFS Staff	07.09.2022
Major injury or death	Power sockets	Children	<ul style="list-style-type: none"> • Verbal advice given as children could get electrocuted. • Behaviour needs to be managed and controlled • All sockets need a child safety cover on or an outdoor socket cover. 	Low			All EYFS Staff	07.09.2022
Minor injury	Snack (choking hazard)		<ul style="list-style-type: none"> • Verbal advice given of risks related to eating techniques • Ensure all children are seated whilst eating • Teachers and staff to be vigilant 	Low			All EYFS Staff	07.09.2022

	Trips and falls		<ul style="list-style-type: none"> Furniture to be maintained in good condition and at a suitable size for the children and staff. Shelves to be securely fastened Chairs to be tucked in Rug corners to be monitored and watch for any movement. Floor to be kept dry and clear at all times Verbal advice given of risk Suitable footwear to be worn. Ensure good behaviour and no running 	Low				07.09.2022
	Cooking		<ul style="list-style-type: none"> Use of cooking equipment to be monitored and stored out of children reach when not in use. Reminders of safety rules with cooking equipment and resources Always check medical needs and allergies 	Low				07.09.2022
	CO2 Build Up		<ul style="list-style-type: none"> Monitor air sensor in classroom Manually open and shut doors and windows to support the control of the above. Report any changes to the site manager 	Low				07.09.2022
Electrical cables and equipment	Children tripping over cables. Children putting fingers in sockets	Children and adults	<ul style="list-style-type: none"> All cables tidied and put behind classroom furniture. Unused sockets to have socket covers 	high	EYFS staff conduct daily risk assessments.			07.09.2022
Cloakroom	Clothing and PE bags on the floor	Adults and children trip over	<ul style="list-style-type: none"> All children have pegs. Cloakroom monitors are in place Ensure all cloakrooms are kept clutter free and all belonging are stored securely on a peg. 	Low				07.09.2022
ICT Related matters	Condition of all ICT equipment	Children Staff	<ul style="list-style-type: none"> Electrical items such as laptops, computers, ipads, cameras and BeeBot are in good condition and safe to use. Discard and remove damaged equipment 	Low				07.09.2022

Theft	Items being stolen from classroom	School	<ul style="list-style-type: none"> • Valuables kept in a lockable cupboard • Ipad and laptops securely stored overnight and weekends 	Low					07.09.2022
-------	-----------------------------------	--------	--	-----	--	--	--	--	------------

Signature of Risk Assessor/Person in charge: Alisha Patel

Date: 07.09.22

Approval/Signature of Manager: Shriti Bellare Principal

Date: 07.09.22