



Shakespeare

Primary School

Shakespeare Primary School

EYFS Policy and Practice

2024-2025

Statutory Requirements ratified by Shakespeare Primary School Governors in January 2024



EYFS

Policy and Practice



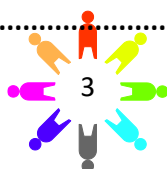
2024-2025



What would you like to know?

Table of Contents

The Seven Features of Effective Practice	4
1. The best for every child	5-6
A Curriculum of Excellence from the Heart of Leeds.....	5
Early Years Approach	5-6
2. High quality Care	6-9
Health and Safety.....	6-7
Child Protection	7
Medical Incidents, First Aid, Illness and Medication	7-8
Ratios	8-9
3. The Curriculum: what we want children to learn.....	9-10
Areas of Learning	9-10
4. Pedagogy: helping children to learn.....	10-12
Indoor Learning Environment	10
Outdoor Learning Environment	10-11
Planning for Learning	11
Documentation for Planning and Learning	11
Inclusion and Intervention.....	12
5. Assessment: checking what children have learnt.....	12-14
Formative Assessment.....	12
Summative Assessment.....	12-13
The Progress Check at Age 2.....	13
The EYFS Profile	13
6. Self-regulation and executive function	13-14
7. Partnership with parents.....	14



Early Years Foundation Stage at Shakespeare Primary School and Nursery

The Seven Features of Effective Practice

The Seven Features of Effective Practice, described in Development Matters 2020, underpin the values and work of the Early Years Foundation Stage team. These features are:

1. The best for every child
2. High Quality Care
3. The Curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

Seven Features of Effective Practice

- 1 The best for every child**
 - All children deserve to have an equal chance of success.
 - High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
 - When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.
 - Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
 - High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.
- 2 High-quality care**
 - The child's experience must always be central to the thinking of every practitioner.
 - Babies, toddlers and young children thrive when they are loved and well cared for.
 - High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
 - Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
 - Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
 - Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.
- 3 The curriculum: what we want children to learn**
 - The curriculum is a top-level plan of everything the early years setting wants the children to learn.
 - Planning to help every child to develop their language is vital.
 - The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
 - Young children's learning is often driven by their interests. Plans need to be flexible.
 - Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
 - Depth in early learning is much more important than covering lots of things in a superficial way.
- 4 Pedagogy: helping children to learn**
 - Children are powerful learners. Every child can make progress in their learning, with the right help.
 - Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
 - Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
 - Children in the early years also learn through group work, when practitioners guide their learning.
 - Older children need more of this guided learning.
 - A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.
- 5 Assessment: checking what children have learnt**
 - Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
 - Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
 - Accurate assessment can highlight whether a child has a special educational need and needs extra help.
 - Before assessing children, it's a good idea to think about whether the assessments will be useful.
 - Assessment should not take practitioners away from the children for long periods of time.
- 6 Self-regulation and executive function**
 - Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
 - These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
 - Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.
- 7 Partnership with parents**
 - It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
 - This includes listening regularly to parents and giving parents clear information about their children's progress.
 - The help that parents give their children at home has a very significant impact on their learning.
 - Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
 - It is important to encourage all parents to chat, play and read with their children.

1. The best for every child

A Curriculum of Excellence from the Heart of Leeds

The Shakespeare *'Curriculum of Excellence from the Heart of Leeds'* prepares children to be able to **understand** and **influence** the world in which they live.

It is an exciting, dynamic and experiential curriculum with a focus on securing a **deep understanding** of all relevant **knowledge** and skills. It is designed to have a **rigorous** focus on developing **excellent basic skills** in English and mathematics, whilst also developing young people with a clear understanding of the **positive role** they can play in **shaping the world** around them.

As a Leeds school in the **heart** of the city we want our children to contribute to towards:

- Building a community where there is **respect, understanding** and **tolerance**.
- Developing **connections** between communities **locally, nationally and globally**.
- A society in which they are **active citizens**, taking care of **the environment** and their **neighbours** who live in it.
- Making Leeds a **safe, clean, green** city.
- Improving their own **physical and mental** well-being by taking an **active and informed** role in all areas of their personal development.

Our curriculum of excellence will ensure children develop as **collaborative, resilient** learners who, as they move from one stage of school to the next, take an increasing **responsibility** for their learning. Woven through the curriculum are our Golden Themes that teach the children the **knowledge, values** and **qualities** that will help them be responsible citizens who can make **positive choices** and **thrive**.

Central to our curriculum is our intention for all children to be **excellent readers**. Books that are **high quality** in content, cover **relevant themes** and **issues**, and feature **diverse** and **relevant** characters will be used to drive and inspire our children's **love of reading**. Their reading skills will be prioritised as the key that enables them to be successful learners across **all aspects** of the curriculum.

Our Curriculum will ensure that children are able to be successful in their **individual talents**. Through carefully chosen projects, **exemplary teaching** and strong **partnerships** they will have opportunities to develop **creative, sporting, artistic** and **academic excellence**.

~

Early Years Approach

In Early Years at Shakespeare Primary School and Nursery we believe that quality early learning experiences are essential in providing the foundation for future success. In our Foundation Stage setting we create an enriched environment where children feel secure and happy, with access to motivating and challenging learning experiences which are tailored to the life experiences of our unique cohorts of children. The children in our Foundation Stage are valued as individuals and we aim to follow their interests and needs to provide personalised learning opportunities that promote



excellent levels of progress and development, with the highest of expectations for all, no matter what their starting points may be. We strongly value parental contributions to children's learning and enjoy the opportunity to work with parents and carers to achieve the best possible outcomes for all children.

1. High-quality care

Health and Safety

All practitioners in our Foundation Stage promote a safe and healthy environment for all children. To ensure this, we model and encourage healthy eating practices, exercise regimes and respectful behaviour. Fresh fruit or vegetables, milk and water is provided for the children in both Nursery and Reception. Reception classrooms have a designated Snack Area where they can access snacks independently and in the Nurseries snack time is enjoyed alongside practitioners where healthy eating practices are modelled. Practitioners regularly remind the children that a snack is available and encourage hand washing before snack is consumed. There is a focus on oral hygiene throughout the Early Years, with children learning about the importance of this from the very first stages in the 2-3 Nursery.

We promote a safe and happy learning environment through our 'Golden Rules' system, where the children relate specific rules to a familiar character. Modelling and reiteration of the Golden Rules is embedded within our daily classroom routines. All practitioners will model the same behavioural expectations and will reiterate the same consistent boundaries for children. The Behaviour and Pastoral Manager is Lisa Smith. Foundation Stage practitioners will also refer to the Assistant Head for Inclusion for support and advice. Children who have further challenging behaviour will have an Individual Risk Assessment and Positive Behaviour Plan developed to target their individual needs.

To ensure that our environment is safe, secure and ready for learning, daily risk assessments are carried out in all areas that the children will access, including the classroom, outdoor area and bathroom. These risk assessments include a check for broken equipment, plastic bags and loose cords within the classroom. A risk assessment of the space and adult supervision is read and signed off by all.

All staff must read, understand and sign the 'Doors and Exits' risk assessment which is in place to keep children safe during transitional times. All staff must follow the 'End of Session Procedure' to ensure that children enter or leave the premises safely.



If any trips, outings or visits are planned, the visit leader must carry out a preliminary visit and risk assessment of the journey and destination first, providing the Head Teacher and Governors with an itinerary for the day, along with the appropriate City of Leeds Council risk assessments (Evolve) and any other in-house risk assessments necessary to ensure that the children are safe and happy on their outing.

Child Protection

All practitioners have relevant and up-to-date Child Protection training, and must follow Shakespeare Primary School's current Child Protection Policy (see separate Policy). Practitioners should be alert to any indicators which may be a 'Cause for Concern'. These should be recorded on a 'Cause for Concern' form **immediately** and shared only with a designated Child Protection Officer. All practitioners have access to and should make use of the Government's statutory guidance '*Working Together to Safeguard Children*'. The DSL is Amy Brealey, Deputy Head Teacher.

The use of mobile phones and personal cameras is not permitted within the setting, and appropriate signage outside and inside the classroom reinforces this. All staff mobile phones must be stored in a locker during session time.

All staff have read and understood the 'Intimate Care Policy' which offers guidance on the safe and appropriate changing of children. Children who are still in nappies should have a Personal Care Plan devised and agreed between the parent and the Key Person.

Medical Incidents, First Aid, Medication and Illness

If a medical incident occurs, a First Aider should be alerted immediately to attend the situation along with a member of the Senior Leadership Team to support. EYFS has six qualified Paediatric First Aiders.

In the event of a suspected injury, the witnessing member of staff **MUST** check the children for any type of injury that may have been sustained, even if this is not visible. Care must be taken to communicate with children in alternative ways if they cannot say what has happened. Any fall, bump, scrape, or any other minor accident **MUST** be recorded on an accident form and shared the same day with a parent. The Class Teacher or Room Leader should be informed if any incident has occurred during session. With any head injury, a phone call to parents should take place as well as the completion of the accident slip. The Class Teacher or Room Leader should contact the parent or carer.

Staff in the Foundation Stage setting must follow the School procedure for the administration of medicines. Medication must only be administered to children where it has been prescribed by a doctor



and needs to be administered at least four times per day. The medicine must have a prescription label which displays the child's name, the dose and the expiry date. A medication consent form must be completed with a member of staff by the child's parent or carer. Staff should also fill in a medicine administration form, which should be countersigned by another member of staff each time the medicine is administered. All medicines should be kept in the medicine cabinet in the Early Years kitchen. Emergency medication should be stored in the medicine cabinet in the toilet area.

Children with specific dietary needs such as allergies should have an 'Alert' poster displayed in the classroom, snack area and lunch area, and all staff working with the child should be informed of these. This should also be highlighted in the areas of provision, such as warnings to eliminate the use of egg boxes in the craft area to promote the good health of children.

Where necessary, children with an individual Care Plan should have the plan displayed in the classroom with the protocol for emergency situations (e.g. in the event of a seizure or for severe allergies).

If it is not a medical incident or accident but a child is presenting with the symptoms of a common childhood illness, please speak with the Attendance Officer before the child is sent home.

Ratios

In the 2-3s Nursery there is a maximum of sixteen children in the mornings and sixteen in the afternoon. The ratio for this group of children is 1:4 for two year olds and 1:8 for three year olds, therefore there are four members of staff in the mornings and three on an afternoon. A Room Leader qualified at Level 6 leads the room along with three Childcare Assistants. There must be at least one person who is Level 3 qualified in the room at all times, with fifty percent of the remaining staff at least Level 2 qualified. If a member of staff needs to leave the room a member of staff from the Pre-School can be present as their playgrounds are adjoined.

In the Pre-School the maximum amount of children at any one time is forty-five. A qualified Class Teacher leads the room with an Early Years Educator who is Level 6 qualified. The ratio whilst both are present is 1:13. Where the Early Years Educator is not present, the ratio is 1:8 and when the Class Teacher is not present, another practitioner qualified at Level 3 would need to be in attendance. All ratios are supported and covered when staff are absent by utilising other practitioners in the setting or with agency staff. During lunchtimes, ratios are adhered to with a Level Three qualified practitioner present at all times and a ratio of 1:8.



In each Reception class there is a qualified teacher and a Learning Support Assistant to support. In addition to this, there is another Learning Support Assistant assigned to each class to support individual children. Three members of staff are Nursery Nurses.

2. The curriculum: what we want children to learn

Areas of Learning

The educational programme involves learning experiences which are focused around the seven Areas of Learning, including:

Prime Area: Communication and Language

Prime Area: Physical Development

Prime Area: Personal, Social and Emotional Development

Specific Area: Literacy

Specific Area: Mathematics

Specific Area: Understanding the World

Specific Area: Expressive Arts and Design

The three prime areas will ignite the children's passion for learning, the skills of which are then applied through the specific areas.

The Curriculum of Excellence from the Heart of Leeds is delivered in Nursery and Reception using the Shakespeare EYFS Progression Models, which have been developed by the school's Early Years staff in response to the EYFS Development Matters 2020. The progression models guide the focus of learning and development across the seven areas of learning and development and are written specifically to best support the learning and development of the children who attend Shakespeare Primary School and Nursery. They are reflective of the families and local community and are sensitive to the needs and experiences of the children, embedding skills at depth. There are long term plans for Phonics starting at Phase 1 in Nursery, moving through to the use of the programme Little Wandle in Reception. All planning and provision ensures that phonological awareness is gradually developed as



the children move through Early Years, resulting in children who develop into early readers who can decode with increasing fluency by the end of the Reception.

Vocabulary development is the main driver of all work across Early Years. Vocabulary is taught both explicitly and discreetly, through play and through adult-directed teaching and via a range of effective strategies. The Word Aware approach to teaching vocabulary is used across the setting, as well as the Blank Language Scheme to develop children's language for thinking.

3. Pedagogy: helping children to learn

Indoor Learning Environment

The indoor learning environment will be enriched with opportunities for children to explore objects, feelings and experiences whilst applying knowledge imparted by skilled practitioners. Planning for the continuous provision within Areas of Provision follow the Ofsted 'Intent, Implement' and 'Impact' process, ensuring that there is a clear process by which learning is chosen, developed, challenged and measured. Continuous provision will be developed fully each half term to support the developing needs of the children as well as being enhanced and adapted on a weekly basis to support the children's current interests and needs. The role of the practitioner is to subtly and skilfully enhance children's learning through supportive interactions which develop thinking and vocabulary.

Outdoor Learning Environment

We fully value the importance of outdoor learning, in particular for our families who have limited or no access to outdoor space from their homes. The outdoor space will offer different experiences than the indoor space and its use should be planned and considered carefully. Nature and the elements should be explored during outdoor learning and resources and equipment are open-ended so that children can develop their imaginative play and language whilst engaging with them. There are also plenty of activities for children to develop their physical development on the climbing frame, bikes and other equipment. Once the session has started and is in free-flow, the outdoor space should remain open until the end of the session. This applies to both Nurseries and Reception.

Planning for Learning

The timetable of the day will provide purposeful play with a balance of adult-led and child-initiated experiences and this should vary depending on the needs and developmental stage of the individual.



The amount of adult-led activities delivered to each child will differ and depend on the child's age and individual needs which are determined through ongoing informal assessment. The main focus of support for children will be through careful and skilled interactions with the adult. Intervention will take place for those children falling behind to ensure they keep up.

The three 'Characteristics of Effective Learning' are considered during planning, assessment and analysis. These characteristics include 'Playing and Exploring', 'Active Learning' and 'Creating and Thinking Critically'. Children will have daily opportunities to develop the three characteristics in order to instil independence and a positive attitude to learning.

Documentation of Planning for Learning

In the two-to-threes Nursery the weekly planning proformas used include:

- Key Person Individual planning (fortnightly)
- Vocabulary and Group Time planning

In Pre-School the weekly planning proformas used include:

- Group planning and Apply Activities planning
- Responsive Environment planning

In Reception the weekly planning proformas used include:

- Maths notebook slides
- Literacy notebook slides
- Phonics planning
- Reading Practice planning
- Provision and Experiences planning, including Writing Practice

Inclusion and Intervention

We aim to ensure that each child reaches their own individual potential during their time with us. Intervention is planned and evaluated on a weekly basis, and is entirely responsive to the individual child. Intervention will target key groups of children or individuals, including those who need further challenge to exceed age-related expectations, those children with whom we need to 'diminish the



difference', and those children who have the potential to reach the age-related expectations with extra input. Where children have similar needs, intervention may be delivered in a small group, e.g. Pupil Premium. Phonics intervention is individual to each child (see Phonics Policy and Practice). In Reception and Pre-School, children will be assessed against the TalkBoost early talk specification and intervention will be planned for appropriate children. In Reception, children will be screened for the Nuffield Early Language Intervention (NELI), with a group of children being identified for targeted support. SEN children will have support through the Graduated Approach. At the start of Nursery and Reception and again each term, children who are struggling to settle will be 'screened' against the Ferre Laever's 'Wellbeing and Involvement' scales. Children who continue to be classed as 'low' in both areas will have Personal Interest Plans developed and practitioners will work closely with parents to raise well-being and involvement levels.

4. Assessment: checking what children know

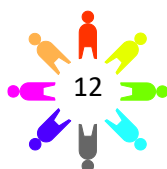
Formative Assessment

Formative assessment will continually take place in both Nursery and Reception, where practitioners are skilled at observing the children's interests, abilities and needs in their independent play and during interactions with peers and adults. There is a strong focus on 'teaching' through sustained shared thinking and sensitive interactions between adults and children, rather than the recording of these learning experiences as observations. Practitioner knowledge of the children through the heavy focus on the direct supporting of learning should be what drives formative assessment and next steps. Weekly 'wow' moments will be shared with parents and families on Tapestry.

Summative Assessment

In Nursery and Reception, summative assessments will take place within the first six weeks from entry to the setting to provide a baseline from which to measure progress. In addition to this, Reception children will be assessed using the statutory Reception Baseline Assessment (RBA).

Summative assessments will take place at the end of each half term from thereon in. Assessment will be made against the seven areas of learning and practitioners will assess whether children are 'on track' or 'not on track' for their age and stage.



In Nursery 2-3s and Pre-School, the 'Observation Checkpoints' from Development Matters 2020 will be used to check whether children are on track within the Prime Areas of Learning.

In Nursery, assessments will be moderated between the Class Teacher, Nursery Nurse/additional Key Person and Foundation Stage Leader. In Reception, assessments will be moderated between the three Class Teachers, Nursery Nurse, Teaching Assistant/additional Key Persons.

The Progress Check at Age 2

Children entering our Nursery at age 2 will have a progress check to measure development against age-related milestones. The Key Person will complete the progress check along with the parent or carer of the child. Progress Checks will be recorded on the Leeds City Council proforma.

The EYFS Profile

At the end of the Summer Term in Reception, and no later than 30 June, the EYFS Profile will be completed for each child. Each child's development will be assessed against the seventeen Early Learning Goals, and practitioners will indicate whether they are meeting the goals or whether they are 'emerging'. This information will be gathered by the Class Teacher, Key Person, parent or carer and any other professional who is working with the child. The outcomes of the EYFS Profile will be shared with parents and carers, and will also be shared and discussed with Year 1 Teachers. A summary of the child's skills in relation to the 'Characteristics of Effective Learning' will also be provided for each child, and will be given to Year 1 Teachers. Reception Class Teachers will meet with Year 1 Teachers during the Summer Term, so that preparations can begin to be made for the following September. The EYFS Profile will also be submitted for each child to the Local Authority.

5. Self-regulation and executive function

We seek to improve levels of self-control and reduce impulsivity so that children develop self-regulation and executive function. As children move through Early Years, they will increasingly take control of their own behaviour and learning. Regular peer to peer collaboration ensures that children can practise self-regulation and begin to modify their responses accordingly. Children will be encouraged to vocalise the strategies they will use in their learning or articulate their plans to an adult or peer during sustained shared thinking. Reviewing situations and experiences allows children to become more reflective, making a modification to their behaviour more likely in the future. This is



supported and encouraged at an early age in our 2-3 Nursery, where children are taught to become increasingly in control of their emotions through careful positive interactions. This focus especially supports the large group of children from disadvantaged backgrounds, where typically the enter Nursery with limited self-regulation skills.

6. Partnerships with parents

Our mission is to create positive and lasting relationships between staff, parents and children that remain a strong bond as the children move through school. In Nursery and Reception, each child has their own 'Key Person'; a designated practitioner with whom they spend additional time to build a two-way relationship in which they feel secure. Each classroom has a 'Key Person' display board, which informs parents who their child's Key Person is. In the two to three-year old Nursery, the children will self-select their own Key Person and this will be evaluated through consideration of the practitioner with whom they have developed the strongest bond. Tapestry will be used to continue the two-way relationship between home and school.

The first initial contact between school and home is the first step in working together to secure the best outcomes for the children. Parents are heavily included in the planning for children's learning through joint assessment of children's current development and personalised approaches to future experiences. Where children are not on track, both school and home will plan strategies together to allow the children to progress forward.

To encourage a two-way relationship and sharing of information throughout early years, parents are regularly invited to school to attend 'Open Mornings', 'Key Person Mornings' and workshops. Through these sessions we target the knowledge of parents in supporting development at home, offering effective strategies that can be used to support learning across the curriculum.

