

South Baddesley CE Primary School: Early Years Foundation Stage Policy

Our Early Years Foundation Stage (EYFS) is a unique setting where all children are able to thrive. In our school children in EYFS are aged between 3 and 5 years.

We are fully committed to the aims of the EYFS Framework to provide:

- quality and consistency so that every child makes good progress and no child get left behind,
- secure foundations through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly,
- partnership work between practitioners and with parents/carers and
- equality of opportunity so that every child is included and supported. Education should ensure children respect and understand the rights of others).

The Lighthouse Curriculum

Children in EYFS follow the South Baddesley CE Primary School (SBS) Lighthouse Curriculum. This curriculum is designed to give children rich experiences in all seven areas of the EYFS curriculum.

The seven areas of learning are:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

This curriculum design enables the effective development of '**characteristics of learning.**' The three characteristics of learning identified in EYFS are:

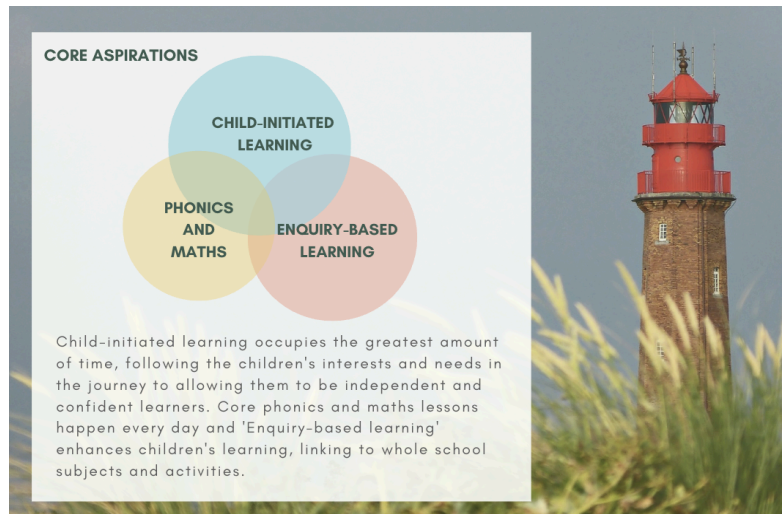
- playing and exploring - children investigate and experience things, and 'have a go' -active learning- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

This is a very informative and useful booklet about EYFS.

[What to expect in EYFS](#)

The SBS Lighthouse Curriculum:

The design of the Lighthouse curriculum allows for a range of experiences and approaches to learning:



A clear progression in learning is mapped out each term, with learning experiences being created to support this plan.

LIGHTHOUSE PROGRESSION			
	SBS Learner	SBS Teacher	SBS Setting
Autumn	<ul style="list-style-type: none"> Feels happy and safe at school Knows the adults & how to ask for help Talks about what makes them special. 	<ul style="list-style-type: none"> Models Scaffolds Supports 	<ul style="list-style-type: none"> Resources matched to children's interests Buddies introduced & support play Participate in retelling helicopter stories
Spring	<ul style="list-style-type: none"> Knows the resources they can use to help themselves Contributes ideas Shows kindness 	<ul style="list-style-type: none"> Enables Prompts 'Thinks out loud' 	<ul style="list-style-type: none"> Resources matched to children's interests and extend learning Participate in whole school events including worship
Summer	<ul style="list-style-type: none"> Knows how to help themselves Knows about the wider school Enjoys a challenge Prepares for Year 1 (transition activities) 	<ul style="list-style-type: none"> Facilitates Gives time and space Deepens thinking 	<ul style="list-style-type: none"> Environment is set up in collaboration with children Children write their own helicopter stories with support and retell them.
<p>Educational programmes . Child development knowledge People . Literature . The World Child-initiated learning . Phonics and Maths . Enquiry-based Learning</p>			

Communication: There are many forms of communication at SBS. You can expect:

- regular communications from the EYFS team via our Tapestry app,
- school communications via email, including the weekly Friday Bulletin,
- Open Classroom events each term and parent consultations (November and March),
- Annual reports regarding your child's progress in play and learning.

Assessment and Recording : On-going assessment is an integral part of the learning and development process. Our intention is to check what children have learnt, and assess what they are able to do. This information helps us to plan for next steps in a flexible and adaptive learning environment.

We provide individual pupil updates to families via Tapestry, meaning everyone can see and contribute to their learning experiences and assessment.

An evaluation letter, similar to a school report, is sent to all families at the end of each academic year.

In-line with DfE expectation, Reception children have the reception baseline assessment (RBA) which is completed in September (first six weeks in which the child starts school) see gov RBA guidance

Special Educational Needs (SEND): Our Early Years Provision follows the South Baddesley CE Primary School SEND Policy and SEND Report. These can be found on our school website.

Settling-in to EYFS: Prior to starting in our EYFS setting, school staff will contact you via email to discuss your child's application form. This member of staff will provide you with:

- induction materials and organise a home-visit,
- explain who your child's key person will be (see note below)
- when possible, the EYFS team will also visit your child in their current setting and
- a range of settling-in days and/or sessions will be organised.

Attendance and punctuality: In-line with the South Baddesley CE Primary School Attendance Policy, good school attendance is encouraged.

Absences should be reported via the school office.

Term term holiday requests are not encouraged but may be authorised in exceptional circumstances. Applications for term time holiday should be made in writing and the absence request form can be located on the SBS website or from the admin team.

If concerns arise regarding attendance and punctuality, a member of the EYFS team will contact parents. In some cases, further support will be required and if this is the case, it is likely that the SBS Headteacher will become involved.

Clothing: Please see our [school website](#) for information regarding school clothing.

We consider it is important for children to wear practical clothing as part of our school uniform policy.

In our EYFS setting we ask children to wear slippers in the classroom and to have a pair of wellington boots available for playing in our school grounds.

Changing: Where possible we encourage children not yet able to independently toilet to wear pull-ups so that they can change independently. When children do require help to change, this will be done by a member of the EYFS team in a specified school-changing area, in-line with our 'intimate care policy.

Key Person Approach: A key person is each child's special grown up, who will spend time getting to know your child. They will build a warm and trusting relationship with your child to settle in and make secure attachments.

Lunchtime and Snacks in EYFS: Children have access to water throughout the day. In addition, children should bring a named water bottle to our setting each day. There are designated snack times available where staff sit down children to prepare and eat healthy snacks. When children are eating they are always within both sight and hearing of adults. Snack time is a brilliant social time for our children, whilst also promoting hand hygiene and healthy eating

Information regarding the snacks available can be found on the Gruffalo page of our school website.

Lunches are provided within our setting by the school catering team. The menu for school lunches is available on our school website. Children in EYFS eat together with a member of SBS staff.

After snack time, children are encouraged to wash their own cups, plates and cutlery. They wash up using Fairy washing-up liquid and parents are requested to inform the staff team if their child is allergic to this product.

Outdoor Learning: Outdoor learning is an integral part of the SBS Lighthouse Curriculum. Pupils have regular access to our school Woodland area and school garden. Updates relating to this provision can be found on the class page of our school website.

Our Learning Spaces: We have a range of learning spaces available for children in EYFS, these spaces include:

- EYFS specialist classroom,
- EYFS specialist outdoor area,
- Our Special Yurt,
- Our woodland school and garden and
- The school play space.

For children aged 3 and 4 years, in our Nursery Provision, the following enrolment, session times and costs are implemented.

Session times: 8.30am to 3pm

A minimum of two sessions per week is recommended, however, individual circumstances will be considered.

There are up to 8 full time Nursery places available each session.

Our school provides further support to families via additional Early Years Education Funding: tax-free childcare/ child-care vouchers, pupil premium funding, Disability Allowance, SENDIF funding.

Enrolment to our Nursery is termly and children may start in the term after their third birthday.

Session cost	EYE contribution to session cost:* Up to 30 hours funding per week, per child provided	Consumable charge when using EYE funding* Consumable charge is per session	Registration fee, returned when the first term of enrolment commences
£45	£32	£13.00	£30

This consumable charge is for:

- snacks and meals,
- access to the SBS Woodland School Provision
- special whole school events that are planned to enrich learning.

Further information regarding invoices and payments is provided to all families on receipt of their child's application form.

**South Baddesley CE Primary School and Nursery
Nursery Application Form**

In order to reserve a place at our Nursery, please complete the application form below.

Child's full name:	D.O.B
Child's address:	
Parent names:	
Parent email address:	Parent telephone numbers:
Month of preferred start date:	
Preferred days of the week:	
EYE funding 15 hours	
<input type="checkbox"/> YES	<input type="checkbox"/> NO
EYE funding 30 hours	

YES	NO
Form completed by:	Signed:

Thank you for completing this form, we will be in contact within 5 working days of receiving this form.