

# Early Years Foundation Stage Policy

October 2018



## Statement of intent

At Thackley Primary School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life, on which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

## 1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018
- The GDPR

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

- The governing body has the overall responsibility for the implementation of this policy.
- The governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- The EYFS lead, in conjunction with the Head of School, has responsibility for the day-to-day implementation and management of this policy.
- Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children

## 3. Aims

Through the implementation of this policy, Thackley Primary School aims to:

- Give each child a happy and positive start to their school life, in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.

- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Thackley Primary School adheres to the four guiding principles which shape practice within EYFS settings:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

#### 4. Learning and development

- Thackley Primary School offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.
- In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The '**prime**' areas of learning and development are:

- Communication and language
  - Listening and attention
  - Understanding
  - Speaking
- Physical development
  - Moving and handling
  - Health and self-care
- Personal, social and emotional development
  - Self-confidence and self-awareness
  - Managing feelings and behaviour
  - Making relationships

The '**specific**' areas of learning and development are:

- Literacy
  - Reading
  - Writing
- Mathematics
  - Numbers
  - Space, shape and measure
- Understanding the world
  - People and communities
  - The world
  - Technology
- Expressive arts and design
  - Exploring and using media and materials
  - Being imaginative

- Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.
- The school takes reasonable steps to provide opportunities for children with English as an additional language (EAL) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
  - Playing and exploring – children investigate and experience things.
  - Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
  - Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **5. Inclusion**

- Thackley Primary School values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- We will ensure that the needs of all children are met, regardless of any protected characteristics they have.
- The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- SEND in the EYFS setting will be monitored and managed by the school's special educational needs coordinator (SENCO).

## **6. The learning environment and outdoor spaces**

- The learning environment is organised in such a way that children can explore and learn in a safe environment.
- Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- There are toilet facilities available for the EYFS.

## **7. Assessment**

- Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- Parents will be kept up-to-date with their child's progress and development, and the class teachers will address any learning and development need in partnership with parents.
- Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

## **8. Safeguarding and welfare**

- Thackley Primary school takes all necessary steps to keep the children in our care safe and well.
- Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.
- The DSL is Philippa Stanworth.
- The deputy DSLs are Annette Patterson, Trevor Patterson, Heidi Walker & Kate Bainbridge.

- The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- The DSL and deputy DSL will undertake child protection training as required.
- Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect

## **9. Health and safety**

- A first-aid box is located in the Reception classroom.
- The school's Administering Medication Policy outlines the procedures for administering medicines.
- A member of the EYFS team will report any accident or injury requiring first aid to their parent or adult who collects the child on the day it occurs.
- Accidents and injuries will be recorded in an accident book, located in the EYFS unit.
- The Executive Headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.
- The school has a Fire Evacuation Plan in place.
- The Executive Headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- Fresh drinking water is available at all times.
- Smoking is not permitted on the school premises.

## **10. Staffing**

- Thackley Primary School has a robust recruitment procedure in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- Staff receive training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection, and health and safety.
- Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:
  - Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
  - Identify solutions to address issues.
  - Receive coaching to improve their effectiveness.
- The EYFS lead holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.
- Robyn Walker – the Reception class teacher - will provide cover for the EYFS lead in their absence, and is deemed fully qualified to do so by the EYFS lead and Head of School.
- There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- Thackley Primary School will organise PFA training to be renewed every three years.
- The list of staff who hold PFA certificates can be found in the school office and on posters around school.
- Thackley Primary School provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.
- Only members of staff with level 2 English and Maths qualifications will count towards the staffing ratios at level 3.
- The school adopts the following staffing ratios:
  - For children aged three and over in maintained nursery schools and nursery classes in maintained schools
    - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.

- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.
- Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted.
- Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. This may be the class teacher or another member of the EYFS Team.

## **11. Information and records**

- Thackley Primary School stores and shares information in line with the GDPR and the Data Protection Act 2018, and with regard to the school's GDPR Policy.
- The following information is recorded for each child:
  - The child's name and date of birth
  - The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
  - The emergency contact details of the child's parent or carer
- The following information about the school is recorded:
  - The school's name, address and telephone number
  - The school's certificate of registration
  - The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
  - A daily record of the names of the children being cared for in the school and their hours of attendance
- The following information is made available to parents:
  - How the school delivers the EYFS and how parents can access more information
  - The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
  - How the school's EYFS supports children with SEND
  - Information about the policies and procedures in place in the school's EYFS
  - Staffing details
- Thackley Primary School will notify Ofsted if there are any changes to the following:
  - The address of the school
  - The school's contact details
  - The hours during which care is provided
  - Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

## **12. Parental involvement**

- At Thackley Primary School, we firmly believe that the EYFS cannot function without the support of parents.
- Parents are invited to parents' evenings twice a year. The school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day although an appointment may need to be made if a longer or confidential meeting is required.
- Parents receive a report on their child's attainment and progress at the end of each school year and parents of Reception children also receive a mid-year report.
- We arrange a variety of activities throughout the year that encourage collaboration between child, school and parents: reading sessions, open sessions, key worker sessions, school visits, school plays, May Day Parade, information sessions eg Phonics etc.
- We provide parents with opportunities to celebrate their child's learning and development at home by completing "wow" moments which inform planning and provision.
- Written contact through reading journals (Reception).
- Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

- Parents are asked to complete various admission forms and a medical form to ensure we have the correct details for each child.

## **13. Transition**

### **Starting Nursery**

During the summer term prior to a child's entry into the Nursery, the following procedures ensure successful settling into Nursery

- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express in the summer term prior to starting Nursery.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to visit the Nursery with parents.

### **From Nursery or Private Settings to Reception**

During the summer term prior to a child's entry into the Reception, the following procedures ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express in the summer term prior to starting reception.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to visit their Reception class with parents.
- Members of staff from Thackley Primary School make visits to some local Private Nurseries in the summer term prior to the children starting in Reception.
- Children requiring extra support will have the option of additional visits regardless of their setting.

### **From Reception Class to Key Stage 1**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, their Characteristics of Learning and their readiness for Year 1.

## **14. Monitoring and review**

- This policy is reviewed every two years by the governing body, the Executive Headteacher and the Head of School.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.
- The next scheduled review date for this policy is October 2020.