**Early Years Foundation Stage Policy**

**Spring 2022**

# 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.

# 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 UK General Data Protection Regulation (UK GDPR)

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

* DfE (2021) ‘Statutory framework for the early years foundation stage’
* DfE (2021) ‘Early years foundation stage profile: 2022 handbook’
* DfE (2021) ‘Development Matters’
* DfE (2022) ‘Keeping children safe in education 2022’
* DfE (2018) ‘Working Together to Safeguard Children’
* DfE (2015) ‘The Prevent duty’
* Early Education (2021) ‘Birth to 5 Matters’

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

# Roles and responsibilities

The governing boardwill be responsible for:

* Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school’s Child Protection and Safeguarding Policy and Media Policy.
* Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school’s Allegations of Abuse Against Staff Policy.
* Monitoring the implementation of this policy.
* Ensuring that this policy does not discriminate on any grounds.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

The EYFS lead,in conjunction with the headteacher,will have responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, will be responsible for:

* Familiarising themselves with, and following, this policy.
* Remaining alert to any issues of concern in children.

# 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
* Learning and development is important. 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.
* Implement a key person approach to develop close relationships with children.
* Provides a safe and secure learning environment.

# Learning and development

Thackley Primary Schooloffers 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.

The EYFS provision and practice will be based on an observation of children’s needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The **‘prime’** areas of learning and development are:

* Communication and language:
	+ Listening, attention and understanding
	+ Speaking
* Physical development:
	+ Gross motor skills
	+ Fine motor skills
* Personal, social and emotional development:
	+ Self-regulation
	+ Managing self
	+ Building relationships

The **‘specific’** areas of learning and development are:

* Literacy:
	+ Comprehension
	+ Word reading
	+ Writing
* Mathematics:
	+ Numbers
	+ Numerical patterns
* Understanding the world:
	+ Past and present
	+ People, culture and communities
	+ The natural world
* Expressive arts and design:
	+ Creating with materials

Being imaginative and expressive

Activities are planned to reflect children’s interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

* 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, use what they know in their play and are willing to try new 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.

# 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) Policyensures 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).

# The learning environment and outdoor spaces

Thackley Primary School ensures that the learning environmentis organised in such a way that children can explore and learn in a safe and interactive environment.

Children in Nursery and Reception have access to their own 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. We have spare clothes available if needed.

# 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.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child’s development at certain stages. These are:

* Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
* The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

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.

The EYFS leadwill discuss any cause for concern in a child’s progress with the child’s parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

The school will take reasonable steps to provide opportunities for children with 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 it is found that a child does not have a strong grasp of English language, the EYFS leadwill contact the child’s parents to establish their home language skills to establish whether there is cause for concern about a language delay.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children’s level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The school will report EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

# 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 Kate Bainbridge. The deputy DSLs are Annette Patterson, Philippa Stanworth, Fiona Shiel and Tracey Burdett.

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

# Health and safety

Thackley Primary School will promote the good health of children in the EYFS, including the promotion of good oral health through our teaching and care for the children.

A first-aid box is located in the Nursery and Reception classroom. A member of the EYFS teamwill report any accident or injury requiring first aid to their parent or adult who collects the child on the day it occurs. A phone call will be made prior to the end of the day if the class teacher deems necessary. Accidents and injuries will be recorded in an accident book, located in the EYFS unit.The 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’s Administering Medication Policyoutlines the procedures for administrating medicines.

Any food or drink provided to children will be healthy, balanced and nutritious. The Headteacherwill 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 will be always available.

The school has a Fire Evacuation Planin place.

Smoking is not permitted on the school premises.

# 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.

Upon employment, all EYFS staff will receive induction 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 - Jess Orriell, holds a BA Hons Degree in Primary Education, at least 3 years’ experience working in an early years setting and qualified teacher status (QTS). At least half of the other EYFS staff hold a full and relevant level 2 qualification.

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:
	+ 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 will be one member of staff for every 13 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
	+ Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there will be one member of staff for every 8 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
* For children in Reception classes:
	+ Class sizes will be limited to 30 children per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

# 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:, school visits, school plays, May Day Parade, information sessions e.g. 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.

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

# 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.
* The start dates for Nursery in September are staggered allowing children to settle in small, comfortable groups.

**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. Other nurseries are contacted by telephone for an information sharing discussion.
* Children requiring extra support will have the option of additional visits regardless of their setting.
* The start dates for Reception in September are staggered allowing children to settle in small, comfortable groups.

**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.

# Monitoring and review

This policy is reviewed every two years by the governing body and the headteacher.

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 Spring 2024