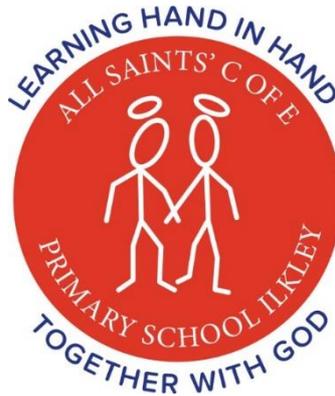


All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

Hopeful school through honesty, forgiveness and trust
Achieving school through resilience, respect and ambition
Nurturing school through care, compassion and friendships
Developing school through wisdom, faith and fun
Sharing school through kindness, celebration and love

Early Years Foundation Stage (EYFS) Policy

Written: March 2021

Ratification date: March 25th 2021

Ratified by: Full Governing Board

Review date: March 2022

Written by: Sarah White / Michelle Atkinson



Early Years Foundation Stage Policy

Legal framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018
- The General Data Protection Regulation (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 (2020) '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:

- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Allegations of Abuse Against Staff Policy
- Single Equalities Policy
- Supporting Pupils with Medical Needs Policy
- Health and Safety Policy
- Data Protection Policy
- Complaints Policy

Roles and responsibilities

The governing board has the overall responsibility 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 Safeguarding and Child Protection Policy.

The governing board has the overall responsibility for 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. The governing board has the overall responsibility for the implementation of this policy. The governing board 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 board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy. Staff, including teachers, support staff, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy. Staff, including teachers, support staff, supply staff and volunteers, are responsible for remaining alert to any issues of concern in children.



Early Years Foundation Stage Policy

At All Saints' School we have capacity for 60 children across two Reception classes. Children join us in the academic year they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

1. **A unique child** – developing resilient, capable, confident and self-assured individuals.
2. **Positive relationships** – supporting the children in becoming strong and independent.
3. **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
4. **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

1. A Unique Child

We recognise that every child can become a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies, 'Star of the week' awards, 'Fantastic learning' sheets and stickers, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at All Saints School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging and appropriate activities for children.
- Monitoring children's progress and taking action to provide support as necessary.

Welfare and Safety

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

At All Saints' we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.



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We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe and efficient management of the setting and to meet the needs of the children.

2. Positive Relationships

At All Saints we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child during the transition morning and settling-in visits.
- Supporting children through the transition from Nursery to Reception with a staggered intake of children within the first few weeks. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to a Phonics Workshop in the first few weeks of in order to explain how we teach reading / phonics in Reception.
- Inviting parents to 'Coffee and Consultation' meetings in the Autumn and Spring terms. Parents can look at their child's learning journey with their child and discuss attainment and any concerns.
- Sending home a report on their child's attainment and progress at the end of the year.
- Inviting parents to 'Stay and Play' with their child on a termly basis. This is an opportunity for parents to see first-hand, what happens in their child's school day.
- Sending home cameras to four focus children a week, together with a 'My learning at home sheet'. We ask parents to complete the sheet, detailing any special events, celebrations or interests at home and to note anything they would particularly like us to focus on regarding their child's development. We also ask children to take photos of what they get up to over the weekend to then share with their class.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: workshops, Nativity, the Easter Show, school visits, Teddy Bear's Picnic and the Christmas/Summer fairs.

3. Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and follows children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on post-it notes, spontaneous planning sheets, individual focus learning sheets and extended observation sheets. Play based learning is paramount and children



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direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further develop individual learning.

4. Learning and Development

There are seven areas of learning and development of which three are “prime areas” and four are “specific areas.”

The **prime areas** are:

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

The **specific areas** are:

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

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. 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. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.

Experiences and activities planned will reflect the different ways that children learn. At All Saints we support children in using the three characteristics of effective teaching and learning. These 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.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At All Saints’, there are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment as follows:

- First Aid will be administered by trained staff only.
- We have a health and safety policy and procedures which covers identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. There is a First aid box in the classroom and in the medical room. Medicines are stored in a locked cabinet in the medical room.



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Asthma inhalers are stored safely in the classroom and out of reach of the children. Photos of children with medical or dietary needs is clearly visible to all staff in the classroom, both indoors and outdoors.

- Children's dietary needs are recorded and acted upon when required;
- Fresh drinking water and healthy snack is available at all times.
- We have a procedure and policy for fire and emergency evacuation.
- An E-Safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff's own personal use.
- School cameras that are taken home by children have a strict policy for how they are to be used, which have to be signed before they are loaned out.
- Appropriate clothing: Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level and within the outdoor area.

Transition

From Nursery/Pre-school/home to Reception

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Members of staff from All Saints make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- We invite all the feeder settings the opportunity to bring the new starters along to play and have lunch at All Saints.
- Children requiring extra support can have additional visits regardless of their setting.
- We host a transition morning where all new starters come and play for the morning whilst parents are invited to attend a welcome talk by the Headteacher in the hall.
- We then have a staggered settling in period over the first two weeks of term in September to enable children to become familiar with their new surroundings, other children and staff in a quieter environment. This really helps children to feel settled and promote their level of well-being and engagement in activities.

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, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other information contributed by other adults which is judged to be appropriate and useful by the parent/carer and/or teacher.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are not yet reaching the expected levels of development ('emerging') whether they are meeting them ('expected') or whether they are 'exceeding' their goals. Year 1 teachers are given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

At the start of Year 1, activities and experiences will be planned to encourage play based, independent learning with the 'characteristics of effective learning' still underpinning practice.