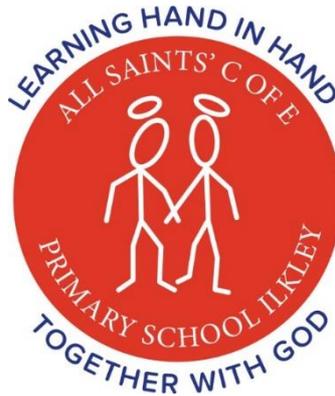


All Saints' CE Primary School



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: May 2022

Written by: Michelle Atkinson

Reviewed by: Stacey Simmonds

Ratification date: May 2022

Ratified by: Full Governing Board

Review date: May 2023



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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'
- Ofsted (2022) 'Every Child Deserves the Best Start in Life'
<https://www.gov.uk/government/news/every-child-deserves-the-best-start-in-life>

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

Aims

Through the implementation of this policy, we aim 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.

Four overarching principles shape our practice:

- 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



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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.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

Learning and development

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are 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:**



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Past and present

People, culture and communities

The natural world

– **Expressive arts and design:**

Creating with materials

Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having 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, 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 use what they already know to learn new things, and develop strategies for doing things.

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 are 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.

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 reports 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.

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

Inclusion



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All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures 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 SENCO.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Learning Environment

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

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.

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.



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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.
- Ask parents to send photographs in from home which encourages children to discuss and write sentences in school.
- 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.

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. 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.
- 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'). 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.