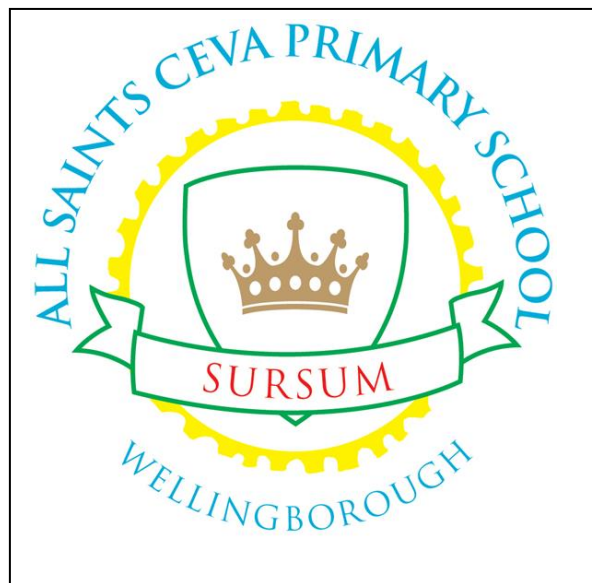


**ALL SAINTS CEVA
PRIMARY SCHOOL
AND NURSERY UNIT**

POLICY

**For
EYFS**

With Jesus as our guide we will inspire a passion for learning, high aspirations and respect for all



POLICY TITLE:	Early Years Foundation Stage Policy
POLICY REFERENCE NUMBER:	

POLICY OWNERSHIP:	
School	EYFS Leader
Governors	Chair

POLICY IMPLEMENTATION DATE:	April 2022
POLICY REVIEW DATE:	April 2024

POLICY REVIEW DOCUMENT HISTORY

This policy is monitored by the Policy Owner(s) and will be reviewed every year, or as dictated by school requirements or legislation.

Version	Date	Author	Amendment	Approval / Adoption
1	1.9.15	E. Johnson		1.9.15
2	6.12.17	S. Cheetham		16.1.18
3	22.01.2020	S. Pearle		
4	25.4.2022	A.Kerr	Changes inline with new EYFS Framework	26.4.22

IMPLEMENTATION / UPDATING

Following approval, it is the responsibility of the Policy Owner(s) to ensure that the policy is:-

- circulated to all relevant stakeholders
- uploaded onto the school website

RESOURCE IMPLICATIONS

Training time to staff and cost of update training.

REFERENCES/LINKS/CONSULTATION

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment

status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

Introduction

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five - Department for Education 2021.

The EYFS seeks to provide:

- **Quality and consistency** in all early year's settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Principles

All Saints CEVA Primary School and Nursery Unit 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 practitioners and parents and/or carers.

- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Early childhood is the foundation on which children build the rest of their lives. At All Saints CEVA Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

At All Saints CEVA Primary School, 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.
- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.
- To provide a broad, balanced and relevant curriculum which takes account of, and responds to, each child's developmental needs and allows them to make progress related to their own ability.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children to reach their full potential.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Enable each child to develop socially, physically, intellectually and emotionally.
- 'What the child can do' will be our starting point.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

Learning and Development

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

There are seven areas of learning and development that shape education programmes in EYFS settings (Development Matters July 2021). 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, 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, through which the prime areas are strengthened and applied are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Number
 - Numerical patterns
- Understanding the world
 - People, culture and communities
 - Past and present
 - The natural world
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

Children's development levels are assessed and as the Foundation Phase progresses, the balance will shift more towards an equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our objective led planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests, supplemented with exciting projects from Cornerstones. These plans are used by the EYFS team as a guide

for weekly planning. However, we may alter these in response to the needs of the children.

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 pupil-initiated activity and some adult-led focus. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Continuous provision and enhanced provision is 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.

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. Assessment in EYFS takes the form of both formal and informal observations, teacher and teacher assistant knowledge of the pupil and photographic evidence. Assessment is ongoing and involves both the teacher and other adults as appropriate. Summative assessment is collected termly and reviewed to ensure future planning reflects identified needs.

At All Saints CEVA Primary School we use Tapestry (an online Learning Journal) to record observations and progress through the curriculum. This is also a valuable tool in building a parent partnership.

During the first term in Nursery the teacher assesses the ability of each child through observation and activities. These assessments allow us to shape learning experiences for individual children and groups of children. This first baseline assessment will also consider any other records we receive from previous pre-school settings, parents and childminders. On entry to Reception the Reception Baseline Assessment (RBA) is completed. At the end of the final term in Reception we complete the Early Years Foundation Stage Profile, a statutory document which summarises each child's attainment across the Foundation Stage curriculum. Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

This information is shared with the Local Authority and Nationally.

Parents will be kept up to date with their child's progress and development, and the EYFS lead 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. The parents and guardians are given the opportunity to meet with the Foundation Stage Team each term. During the Family Learning Review Meeting children are invited to share a piece of their learning is used as the basis of conversation. At the end of the third term, we provide a written report in relation to the children's early learning goals.

Curiosity Approach

In Nursery and Reception, we encourage, inquisitive curious and creative minds through the 'Curiosity Approach'. We believe children need the opportunity to touch, handle and investigate, to explore how things work and use items that follow their own interests in their own individual learning style. We provide authentic artefacts, natural and recycled materials, loose parts and lots of toys for the children to use in both the indoor and outdoor environment. We ensure that environments look attractive and inviting, offering subliminal messages to come and play. At All Saints CEVA Primary School, we do not make a distinction between work and play. Children learn through planned play activities

and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

The Induction Process

Prior to a child starting school the following visits are conducted:

Early Years staff will visit each child in their home environment.

Each child and their parents and carers will be invited to the New Parent Induction Meeting at All Saints CEVA Primary School in order to familiarise themselves with both the staff and the foundation unit environment.

In the Summer Term children will be invited to a 'stay and play' session where they can meet their teacher, see their classroom and adjust to their new surroundings. Children will be provided with a 'social story' which will include photos of the Reception staff, where things go such as lunch boxes and book bags, and where the toilets are. Parents can share this with their child over the summer holidays to support them in this transition to school.

When children join the school in September they will start full time from the first day. If Parents would like to discuss their child starting part time this will be in liaison with the Headteacher and EYFS Lead.

Parents and carers are invited to a Parent Information workshop at the end of September, to allow them to familiarise themselves with some of the school routines and expectations, as well as giving them a chance to ask the Foundation Stage Team any questions.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for school and parents and carers to work closely in the Early Years. This has a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a Home School Agreement.

- We will have the opportunity for parents early in the year to establish how a child is settling into the school environment.
- We will publish a theme topic leaflet detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Early Years staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will conduct Family Learning Review Meetings late in the Autumn term and in the Spring term to inform parents and carers formally of a child's results and overall progress.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning · Every Friday there is the opportunity for "Stay and Share", as well as three "Fabulous Finish Friday" events throughout the year.
- Each child has a formal report, detailing progress and attainment, towards the end of Reception which can be discussed at an informal drop in session for parents

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene, and it is good practice for the school to inform the school nurse of all children requiring intimate care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins All Saints CEVA. Additionally, an Intimate Care Plan will be put into place when a child has a longer, more ongoing intimate care need. Please see the Intimate Care Policy.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual Education Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Health and safety

A first-aid box is located in all EYFS classrooms. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

The EYFS teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Significant accidents and injuries will be recorded on Plumsum.

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 has a Fire Evacuation Plan in place.

Children in EYFS are provided with a healthy snack each day. Children under the age of 5 will be given a carton of milk. Water is available to children throughout the day, and they are actively encouraged to drink. School dinners are provided free for all children in Reception. Information about any dietary requirements, preferences, food allergies

and any special health requirements a child has will be recorded. Allergy information is displayed with parental consent in each room. Health Care Plans are in place to support children with allergies.

Smoking is not permitted on the school premises.

Suitable areas for changing are provided, affording the child dignity and respect. Appropriate nappy disposal bins are provided long with disposable gloves, and wipes. Please refer to the intimate care policy.

The Health and Safety Policy outlines All Saints CEVA Primary's full health and safety policies and procedures.

Staffing

All Saints CEVA Primary School has a robust Recruitment Policy in place, which aims to ensure that members of staff employed in the EYFS are suitable. Upon employment, all EYFS staff 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.

There will be at least one member of staff in each EYFS provision at all times who has a current paediatric first-aid (PFA) certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.

All Saints CEVA Primary will organise PFA training to be renewed every three years.

The list of staff who hold PFA certificates can be found on the door of each classroom.

All Saints CEVA Primary provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation Stage'.

Safeguarding

All Saints CEVA Primary School and Nursery Unit takes all necessary steps to keep the children in our care safe and well and the EYFS lead adheres to the school's Safeguarding policy.

All members of staff in the EYFS are required to read this policy as part of their induction training.

Aimee Kerr

EYFS Lead

April 2022

Policy to be reviewed every two years.