



# Early Years FS Policy

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# Early Years Foundation Stage Policy

## Statement of intent

At **New Earswick Primary School**, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation which inspires 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, in which they can build a foundation for a love of learning.

“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years 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.”<sup>1</sup>

### 1. Legal framework

1.1. 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

1.2. 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’

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<sup>1</sup> DfE (2017) ‘Statutory framework for the early years foundation stage’ p.5

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- DfE (January 2021) 'Keeping children safe in education'
  - DfE (December 2020 update) 'Working together to safeguard children'
  - DfE (2015) 'The prevent duty'
- 1.3. This policy is intended to be used in conjunction with the following school policies:
- **Safeguarding Policy**
  - **SEND policy**
  - **Administering Medication Policy**
  - **Intimate Care Policy**
  - **Health and Safety Policy**
  - **Recruitment Policy**
  - **Tapestry Policy**

## 2. Roles and responsibilities

- 2.1. The **governing body** has the overall responsibility for the implementation of this policy.
- 2.2. 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.
- 2.3. The **governing body** has responsibility for handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.
- 2.4. The **EYFS lead**, in conjunction with the **headteacher**, has responsibility for the day-to-day implementation and management of this policy.
- 2.5. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

## 3. Aims

- 3.1. Through the implementation of this policy, **New Earswick 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

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- 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. 'What the child can do' will be our starting point.
- Provide a caring and inclusive learning environment which is sensitive to the needs of the individual child.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children to reach their full potential.

3.2. **New Earswick 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 interest 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 in different ways and at different rates.

3.3. 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.
- Provides a safe and secure learning environment.

## 4. Learning and development

4.1. **New Earswick Primary School** offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.

4.2. Each child will be assigned a key worker on entering EYFS.

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

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- 4.4. There are seven areas of learning and development that shape education programmes in EYFS settings (Development Matters September 2020). These are split into two sections – prime and specific; however, all the sections are interconnected and important.
- 4.5. 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
- 4.6. 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
- 4.7. Children’s development levels are assessed and as the Foundation Phase progresses, the balance will shift more towards an equal focus

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on all areas of learning, as children grow in confidence and ability within the three prime areas.

- 4.8. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 4.9. 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.
- 4.10. 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.
- 4.11. Each area of learning and development will be implemented through pupil-initiated activity and some adult-led focus.
- 4.12. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.13. 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

- 5.1. **New Earswick Primary School** values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.3. The **Equal Opportunities Policy** ensures that the needs of all children are met, regardless of any protected characteristics they have.

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- 5.4. The **Special Educational Needs and Disabilities (SEND) Policy** ensures all children receive the support they need and are given the best learning experience possible.
- 5.5. SEND in the EYFS setting will be monitored and managed by the EYFS special educational needs coordinator (SENCO).

## 6. The learning environment and outdoor spaces

- 6.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 6.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as adverse weather, would make outdoor activity inappropriate and unsafe.
- 6.3. There are toilet facilities available to the EYFS, and there are hygienic changing facilities located in Smarties, Nursery and near the Reception class (**see also 9.12**)

## 7. Assessment

- 7.1. 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.
- 7.2. 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.
- 7.3. At **New Earswick 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. Please see the additional policy on the use of Tapestry in our setting.
- 7.4. During the first term in Early Years (Smarties or 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.
- 7.5. A 2 year review is completed in Smarties during the child's first time. This is shared with the Healthy Child team. At the end of the final term in Reception we complete the Early Years Foundation Stage Profile, a

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statutory document which summarises each child's attainment across the Foundation Stage curriculum. This information is shared with the Local Authority and Nationally.

- 7.6. 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.
- 7.7. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

## 8. Safeguarding and welfare

- 8.1. **New Earswick Primary School** 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.
- 8.2. All members of staff in the EYFS are required to read this policy as part of their induction training.

## 9. Health and safety

- 9.1. A first-aid box is located in all EYFS classrooms.
- 9.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 9.3. The school's **Administering Medication Policy** outlines the procedures for administering medicines.
- 9.4. 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.
- 9.5. Significant accidents and injuries will be recorded in an accident book, located in the school office.
- 9.6. 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.
- 9.7. The school has a **Fire Evacuation Plan** in place.
- 9.8. 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

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children throughout the day and they are actively encouraged to drink. School dinners are provided free for all children in Reception.

- 9.9. The **headteacher** will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 9.10. 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.
- 9.11. Smoking is not permitted on the school premises.
- 9.12. 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.
- 9.13. The **Health and Safety Policy** outlines **New Earswick Primary's** full health and safety policies and procedures.

## 10. Staff taking medication or other substances

- 10.1. The school implements a zero-tolerance approach to drugs and alcohol misuse.
- 10.2. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with the children and further action will be taken.
- 10.3. Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.
- 10.4. Any medication used by staff is securely stored in the school office.

## 11. Staffing

- 11.1. **New Earswick Primary School** has a robust **Recruitment Policy** in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 11.2. 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.

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- 11.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 11.4. 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.
- 11.5. 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.
- 11.6. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- 11.7. **New Earswick Primary** will organise PFA training to be renewed every three years.
- 11.8. The list of staff who hold PFA certificates can be found in the school entrance.
- 11.9. **New Earswick 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'.
- 11.10. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios in agreement with the headteacher.

## 12. Information and records

- 12.1. **New Earswick Primary School** stores and shares information in line with the Data Protection Act 2018, and with regard to the school's **Data Protection Policy**.
- 12.2. **New Earswick Primary** 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

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## 13. Parental involvement

- 13.1. At **New Earswick Primary School**, we firmly believe that the EYFS cannot function without the enduring support of parents.
- 13.2. Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.
- 13.3. 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.
- 13.4. Parents are asked to complete admission forms, a medical form, and to write a brief synopsis about their child to help the school to understand their character and personality.

## 14. Transition periods

- 14.1. To ensure a smooth transition to our settings we have an Induction policy. This is responsive to each individual's needs.
- 14.2. Children coming in to Nursery will also be offered a home visit to support the building of a home-school relationship and to allow parents to talk about their child. (COVID restrictions)
- 14.3. During the summer term Reception children will begin to join whole school activities, such as morning play and regular assemblies to support integration.
- 14.4. During the last 2 weeks of the summer term children will move to their next class (Smarties to Nursery, Nursery to Reception, Reception to Year 1). A familiar member of staff will accompany the children during transition.
- 14.5. As a school we work closely together. Children are offered opportunities to work with peers and teachers from different classes. Shared visits and learning experiences are also planned.

## 15. Monitoring and review

- 15.1. This policy is reviewed annually by the governing body and the headteacher.
- 15.2. Any changes made to this policy will be communicated to all members of staff.

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- 15.3. 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.
- 15.4. The next scheduled review date for this policy is **September 2024**.