





Wootton Community Primary School **EYFS Policy**

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FGB/Committee:	FGB
Responsibility:	Headteacher
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Signed by Headteacher:	
Signed by Chair of Governors	

Wootton Community Primary School

The Early Years Foundation Stage Policy

Statement of intent

At Wootton Community 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 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.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

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 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:
 - 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.

All children participate in a daily act of worship which is broadly Christian in nature. In the EYFS this may take the form of a short 'think about' Circle Time. Children join in whole school assemblies when staff considers that they would benefit from these experiences.

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.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

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

Reception staff 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 and at the end of the 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 ensures 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 reports baseline results to the DfE LA when these are requested.

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

The class teacher 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.

The school takes 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 class teacher will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Inclusion

At Wootton Community Primary School we value all our children. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. We set realistic and challenging expectations that meet the needs of our children, to support the children to meet the expected Early Learning Goals by the end of the EYFS. We achieve this by responding to and planning for the needs of all pupils.

We aim to meet the needs of our children by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests
- Using a wide range of opportunities to motivate and support children and help them 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
- Monitoring children's progress through observations and assessment and taking action to provide support as necessary, including appropriate external support if needed.

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 and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment. Children have access to an enclosed outdoor environment, and continuous access to the outdoor environment is planned. There are two toilet blocks available to the EYFS, and there are hygienic changing facilities located near the classroom should they be required.

Parental involvement

We recognise and value the role that parents have as their children's first educators and the contribution parents make towards their children's ongoing learning.

We:

- Work with parents / carers to build a picture of the child's abilities, interests and development needs prior to the child entering the Reception class, by meeting with parents at school for an informal discussion
- Ensure that parents / carers have opportunities to become familiar with the principles of the EYFS and curriculum framework and with how it is delivered at Wootton Primary

School by inviting parents to a series of information sessions during the summer term before the child starts school and then through sessions throughout the year

- Consult with families about the times of meetings to avoid excluding anyone
- Welcome contributions from parents / carers and provide opportunities for parents to contribute from their own skills, knowledge and interests through Tapestry
- Involve parents / carers in shared record keeping about their own child and inform them of their child's progress on a regular basis through Tapestry
- Make sure that parents are kept well informed through the weekly Blog on tapestry and through individual notes in the child's reading diary
- Provide guidance, advice and written resources to support home learning
- Make known to and consult with, parents and provide parents with information and documentation
- Make known to parents the systems for registering queries, complaints or suggestions

Safeguarding and welfare

All necessary steps are taken 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 Mrs Jane Wilford (Headteacher) and the deputy DSLs (DDSL) are Miss Emily Paterson (Senior Lead) and Mrs Catherine Pye (SBM). 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.

Mobile phones and devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Use of personal mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy. Staff may use their professional judgement in emergency situations.

Use of the school's mobile phones and cameras

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection.

School devices must only be used for work related matters, for example recording and documenting a child's learning. Staff must not take photographs of bruising or injuries for child

protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL. School devices must not be taken off school premises without prior written permission from the Headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health. The EYFS lead 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. Accidents and injuries will be recorded in an accident book, located in the classroom and a text message or phone call will be made to the parent. The Headteacher and/or SBM 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. A first-aid box is located in the classroom. 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 Health and Safety Policy outlines the full health and safety policies and procedures. The school has a Fire Safety Policy in place.

Staffing

A robust Safer Recruitment Policy is 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. There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings. The school provides a staffing ration in line with the safeguarding and welfare requirements and adopts the staffing ratio for children in Reception classes which is limited to 30 children per school teacher.

Information and records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- Two emergency contact details for the child

The following information is made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information

- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children

Transition periods

The following process is in place to ensure children's successful transition to Year 1:

- In the summer term, the children visit at least once to spend time in the Year 1 provision. For children identified that may require more experience, additional visits will be arranged.
- All children will have two 'move-up days' at the end of the summer term, spending the time as a class with their new teacher and teaching assistant.
- Parents will be given the opportunity to meet their child's new teacher and will be invited to a meeting with them.
- In the summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

Monitoring and review

This policy is reviewed every three years by the governing board and the Headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.