



# Weston Lullingfields C.of E. Primary School Early Years Policy



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## Statement of Intent

At Weston Lullingfields CofE Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

Our policy on teaching and learning defines the features of effective teaching and learning throughout our school. These features equally apply to teaching and learning in the EYFS.

Within the EYFS the development of a holistic learner is recognised based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to our Christian values.

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.

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.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## 1. Legal framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The GDPR
- 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'
- DfE (2021) New Development Matters
- DfE (2021) 'Keeping children safe in education'
- DfE (2018) '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:

- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

## **2. Roles and responsibilities**

- The Governing Body 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 Child Protection and Safeguarding Policy.
- The Governing Body 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 Body has the overall responsibility for the implementation of this policy.
- 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.
- The Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures 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.

## **3. Aims**

Through the implementation of this policy, we aim to;

- follow the statutory framework and guidance detailed in the EYFS by using our extensive experience to observe, plan and teach children in early years.
- provide a broad and balanced Early Years curriculum based on first hand experiences and purposeful interactions, through 'child initiated' opportunities and carefully planned adult or child-initiated activities, whilst having a regard for the skills and attitudes the Key Stage One curriculum will demand

- instil the Characteristics of Effective Learning such as independence, resilience and confidence
- 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.
- Support children in developing a strong Christian ethos and promote the use of Christian values in everyday life.

Four guiding principles shape our practice. These are;

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

To put these principles into practice, the school;

- Provides a broad and 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. Curriculum Planning

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. This involves the effective implementation of;

- A carefully planned curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS.
- Creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover
- Developing Characteristics of Effective Learning
- Using a multi-sensory, fun play-based approach
- Showing awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Having high expectation of children's behaviour and attainment.
- Recognising the importance of emotional well-being.
- Being outside as much as possible ensuring children take ownership of their learning

Areas of learning and development consist of **Three Prime Developmental Areas** and **Four Specific Learning Areas**. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress and are applied and reinforced by the specific areas. Where they have close links with National Curriculum subject areas; particularly literacy and maths – they form an appropriate baseline for the National Curriculum. Therefore, the Early Years Foundation Stage - setting the standards for learning, development and care for children from birth to five years - incorporates seven areas as follows:

### **Learning and Development - The Three Prime areas**

#### ***Personal, Social & Emotional Development – Making relationships; Self-Confidence and self-awareness; Managing feelings and behaviour***

- Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- Through supported interaction with other children, they will learn how to make good friendships, co-operate and resolve conflicts peaceably.
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#### ***Physical Development – Moving and handling; Health and self-care***

We will provide opportunities for young children to be active and interactive by creating games and providing opportunities to play.

- Through games and activities pupils will develop their co-ordination, children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility

- There will be repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools.

### **Communication & Language – *Listening and Attention; Understanding: Speaking***

- With adults and peers we will encourage quality back-and-forth interactions from an early age to form the foundations for language and cognitive development
- Children will be read to frequently and engaged actively in all types of books and text
- Through conversation, story-telling and role play, children will share their ideas with support and modelling.

All areas of learning and development are equally important and inter-connected.

### **Learning and Development – The Four Specific areas**

#### **Literacy – *Reading and Writing***

- We will encourage children to develop a love of reading by reading to, with and listening them read.
- A love of reading will be developed via two dimensions -language comprehension and word reading
- Through modelling and encouragement we will teach pupils to write via transcription and composition.

#### **Mathematics -*Numbers; Shape Space and Measure***

- providing children with opportunities to develop and improve their skills in counting
- develop a deep understanding of numbers to 10
- Providing frequent and varied opportunities to build and apply this understanding
- There will be rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures
- Pupils will be encouraged to have a go and not be afraid to make mistakes

#### **Understanding the World – *People and Communities; The world;***

- guiding children to make sense of their physical world and their community through opportunities to explore parks, museums etc and meeting real life members of society e.g. nurses, Police etc
- listen to a broad range of stories, non-fiction text and rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- Enriching and widening children's vocabulary

#### **Expressive Arts & Design – *Exploring and using media and materials; being imaginative***

- Children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.
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The EYFS lead will discuss any cause for concern in a child's progress. 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 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 a mix of adult-led and pupil-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Activities are planned with regard to three **Characteristics of effective teaching and learning** in the EYFS:

#### **Playing and Exploring – investigate and experience things and 'have a go'**

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. It gives children the opportunity to take risks and make mistakes.

#### **Active Learning – concentrate and keep on trying if they encounter difficulties, and enjoy achievements**

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

#### **Creating and Thinking Critically – have and develop their own ideas. Make links between ideas and develop strategies**

Children will be given opportunity to be creative through all areas of learning, not just through the arts. Adults will support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions and thinking critically. Children will access resources freely and are allowed to move them around the setting to extend their learning.

Through a comprehensive induction programme from home to Nursery and/or from a child's F1 setting to F2 we ensure prior learning and development is valued and the transition into School is supported.

We encourage cross-curricular links to ensure a seamless transition into Key Stage One by building on previous experiences and planning those for the future.

In the EYFS children are learning when they: -

- Collaborate and learn from one another through shared experiences
- Are supported to set their own challenges in their physical environment and in their learning
- Access resources independently
- Use their senses to explore and investigate
- Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning

## **5. Play**

We highly value play and the learning it brings in itself. Anyone who has observed play for any length of time will recognise that, for young children, play is a tool for learning.

Through play children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules thereby developing emotional resilience and self-regulation.

Children have the opportunity to think creatively and problem solve alongside others. They express fears or relive anxious experiences in controlled and safe situations as well as re-enact positive experiences building self-awareness and self-esteem.

## **6. Inclusion**

- All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- The Equal Opportunities 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.

## 7. The learning environment and outdoor spaces

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities balanced with adult initiated activities.

We aim to;

- Ensure the classroom is organised in such a way that children can explore and learn in a safe environment.
- Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- Provide toilet facilities available to the EYFS, ensuring hygienic changing facilities containing a supply of towels and spare clothes are available.
- Children have access to a quiet reading and reflection area for prayer, age-appropriate bibles and Christian literature.

## 8. 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. During the children's first half term in Acorns Class, the teacher will carry out the **Reception Baseline Assessment** which is a check of each child's early literacy, communication, language and math's skills. This takes the form of a set of practical tasks carried out between the child and the teacher within the first 6 weeks of starting. Children's results are not shared with the school, except for a short narrative statement to describe how each pupil performed on the overall assessment.

We make regular assessments of children's learning by;

- Working closely with parents to keep them 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.
- Using formative assessments to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- Completing the EYFS Profile in the final term of the year, in which a child reaches age five, and no later than 30 June in that term.

- Making reasonable adjustments to the assessment process for children with SEND as appropriate.

## **9. 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 Elizabeth Madin
- The deputy DSL is Joanne Evans.
- 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

## **10. 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.

Staff use of mobile phones;

- 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 may use their professional judgement in emergency situations.

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 and the Allegations of Abuse Against Staff Policy.

Use of mobile phones by parents, visitors and contractors;

- Posters are used around the school to indicate that it's a mobile free zone.
- Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.
- Parents may take photographs and videos only containing their own child during school events.
- Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.
- The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media
- Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's devices 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.
- School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.
- 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 on CPOMS.
- 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.

## **11. Health and safety**

- A first-aid box is located in the Acorns 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 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 school medical supply cupboard.
- 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.
- Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Healthy School's Policy.
- The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- Fresh drinking water is available at all times.
- Smoking is not permitted on the school premises.
- The Health and Safety Policy outlines the full health and safety policies and procedures.

## **12. Staff taking medication or other substances**

- The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.
- 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 children and further action will be taken.
- 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.
- Any medication used by staff is securely stored in the Staff Room.

### 13. Staffing

A robust 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.

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.

The EYFS lead holds at least a full teaching qualification with QTS, alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

- There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- The school will organise PFA training to be renewed every three years.
- The list of staff who hold PFA certificates can be found in the school entrance.
  - The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.
  - Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.
  - Ratios for staff are:
    - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.

- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.
- Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

#### **14. Information and records**

Information is stored in line with the 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, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- 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
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified 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

### **15. Parental involvement**

We firmly believe that the EYFS cannot function without the enduring support of parents.

- Parents are invited to regular 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.
- The headteacher's office or telephone conversations will be utilised for confidential discussions between staff and parents.
- 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.
- 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.

### **16. Monitoring and review**

- This policy is reviewed annually by the Governing Body and the SLT.
- Any changes made to this policy will be communicated to all members of staff.
- 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.
- The next scheduled review date for this policy is **October 2022**