

# Bell Farm Primary School

## Early Years Foundation Stage (EYFS) Policy



### Statement of intent

At Bell Farm 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 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 'school readiness' 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 staff and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### 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
- The GDPR
- Data Protection Act 2018

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

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2018) '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:
- Behaviour and Discipline Policy
  - Special Educational Needs Policy
  - Teaching and Learning Policy
  - Child Protection and Safeguarding Policy
  - Statement of procedures for dealing with allegations of abuse against staff
  - School Food Policy / Packed Lunch Policy
  - Equality Policy
  - Supporting Children with Medical Conditions Policy
  - Health, Safety and Welfare Policy
  - Recruitment and Selection Policy
  - Data Protection Policy
  - Photography Policy
  - Mobile phone Policy
  - Online Safety Policy
  - Complaints Procedures Policy

## **2. Roles and responsibilities**

- 2.1. The governing board has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography Policy.
- 2.2. The governing board has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Statement of procedures for dealing with allegations of abuse against staff.
- 2.3. The governing board has the overall responsibility for the implementation of this policy.
- 2.4. The governing board has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

- 2.7. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

### **3. Aims**

- 3.1. 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.
- 3.2. Four guiding 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
  - 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. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

- 4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 4.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.
- 4.4. The ‘prime’ areas of learning and development are:
- Communication and language
    - Listening, Attention & Understanding
    - Speaking
  - Physical development
    - Gross Motor Skills
    - Fine Motor Skills
  - Personal, social and emotional development
    - Self-Regulation
    - Managing Self
    - Building Relationships
- 4.5. The ‘specific’ areas of learning and development are:
- Literacy
    - Comprehension
    - Word Reading
    - Writing
  - Mathematics
    - Number
    - 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
- 4.6. Activities are planned to reflect children’s interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

- 4.7. The class teacher, with the support of the EYFS lead or SENCO if appropriate, will discuss any cause for concern in a child's progress 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.
- 4.8. 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 class teacher will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- 4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 4.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.11. The school will promote the good health of children in the EYFS, including the promotion of good oral health.
- 4.12. 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.
- 4.13. Further information regarding learning and development are set out in the school's Teaching and Learning Policy.

## **5. The learning environment and outdoor spaces**

- 5.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 5.2. 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.
- 5.3. There are toilet facilities available to the EYFS in each classroom, and there are hygienic changing facilities located in the Nursery disabled toilet containing a supply of towels and spare clothes.

## **6. Assessment**

- 6.1. 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.
- 6.2. Parents will be kept up-to-date with their child's progress and development, and the class teacher, EYFS lead or SENCO will address any learning and development need in partnership with parents.
- 6.3. Ongoing formative assessments are used to assess the day-to-day 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.
- 6.4. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.
- 6.5. The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:
  - Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
  - The EYFS profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness of Year 1.
- 6.6. 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 EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate. The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support. 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 EYFS lead will

contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

## **7. Staffing**

- 7.1. A robust Recruitment and Selection Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 7.2. 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.
- 7.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 7.4. 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.
- 7.5. The EYFS lead holds at least a full and relevant level 3 qualification 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.
- 7.6. 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.
- 7.7. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- 7.8. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- 7.9. The school will organise PFA training to be renewed every three years.
- 7.10. The list of staff who hold PFA certificates can be found in the school office, first aid room, staff room, dining room and PPA room.
- 7.11. 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'.
- 7.12. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.
- 7.13. The school adopts the following staffing ratios:
  - For children aged three and over:

- 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.
- 7.14. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- 7.15. Each class teacher takes on a key person role to help ensure that every child's care is tailored to meet their individual needs.

## **8. Transition periods**

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

- Children will begin to visit the Year 1 area for story times and familiarisation two weeks before the end of the summer term.
- Children will begin attending whole school assemblies on a more regular basis in the summer term.
- Children will be able to access the KS1 afternoon playtime in the summer term.
- Children will spend a transition day in their new classes with their new class teacher.
- Children will take place in more formal 'ready for Year 1' sessions on a weekly basis during the summer term.
- Staff will meet with Year 1 teachers to handover any relevant information. A video for parents will also be shared created by the EYFS leader and Key Stage 1 leader with commonly asked questions about transition.

Policy source: Schoolbus website January 2022

<b>Status of Statutory Policy</b>	<b>Date</b>
Policy authored by Emma Seabrook	November 2019
Policy reviewed by Chloe Colley	January 2022
Agreed by Staff	January 2022
Agreed by Full Governing Body	Delegated to school
Next Review	Every two years (January 2024)