



Stanley Common Church of England
Primary School

St Laurence Church of England Primary School

Early Years Foundation Stage Policy 2023-2024

Date written	FGB approval:	Date for review:	Version number:
December 2023		September 2024	1

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Statement of intent

At Stanley Common Church of England Primary, 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 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 is 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.

1. Legal framework

This policy has due regard to all relevant legislation, statutory and non-statutory guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018 • Dfe (2020) 'Development Matters'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Keeping children safe in education
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'

This policy operates in conjunction with the following school policies and documents:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Drug and Alcohol Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection 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 (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.

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, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

2.8. Staff, including teachers, support staff, supply staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

The following principles shape our practice:

- Our principles for our Early Years build upon the four overarching guiding principles outlined in the Early Years Framework (2021: 6).
- All children should be provided with the best possible start to their education to ensure they can flourish and be confident life-long learners.
- The Early Years Foundation Stage (EYFS) forms the foundation to success for every child. Whilst every child is unique, we believe all children can be resilient, capable, confident and self-assured.

- We believe every child can flourish with the right help and that they may progress at different rates.
- For children to achieve their best, they need to be happy, confident and settled. We make children's enjoyment and choices our priority and provide high quality care for all.
- Our children benefit from positive relationships with all adults. Our staff explicitly model and teach our shared behaviour principles: calm, kind and mindful.
- Effective teaching and learning in the EYFS meets children's identified needs and interests. We carefully create an enabling environment which helps children to learn and develop in all areas of our curriculum.
- We work together, with parents. We have high expectations of our parents and work closely in partnership, so all children benefit from a successful early years (both at home and at school).
- Different aspects of early learning require different approaches. Much of early maths learning is sequential: learning new concepts must build on the solid foundations of earlier concepts. On the other hand, learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their horizons.
- Children develop and learn at different rates. Children's additional needs, such as special educational needs, are identified quickly. All children promptly receive any extra help which they need so they can progress well in their learning from their starting point.

To put these principles into practice, Stanley Common CofE Primary:

- 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.

4. Learning and development

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

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. Activities 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 shape our curriculum.

There are three prime areas of learning which underpin everything in the early years:

- 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 four specific areas help children to strengthen and apply the prime areas:

- Literacy

- Mathematics

- Understanding the world

- Expressive arts and design

'All of those areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That is because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as the children learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators' (Development Matters 2020).

Further information regarding learning and development are set out in our Early Years curriculum.

5.

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. Practitioners interact and observe children to understand their level of achievement, interests and learning styles and will use this information to shape learning experiences for each child.

Staff in Early Years will undertake a summative assessment of the level of each child's development at certain stages. These include:

- 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 for Year 1.

Stanley Common reports EYFS Profile results to the Local Authority 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.

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 SENDCO.

7. The learning environment and outdoor spaces

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.

There are two toilet facilities available to the EYFS, and there are hygienic changing facilities located near the Reception class containing a supply of towels and spare clothes.

8. Safeguarding and welfare

Stanley Common Church of England Primary School takes all necessary steps 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.

9. 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.

7.

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 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 against staff, carers and volunteers' policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

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 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. 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.

10. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

Staff in our EYFS team 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 and the office will send home confirmation of injuries.

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.

A first-aid box is available with each class' grab bag.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. St Laurence Medication Policy outlines the procedures for administering medicines. Any food or drink provided to children is healthy, balanced and nutritious.

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.

The school has a Fire Evacuation Plan in place.

11. Staff taking medication or other substances

11.1. The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.

11.2. 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.

11.3. 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.

11.4. Any medication used by staff is securely stored in the school office.

12. Staffing

Stanley Common Church of England 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.

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.

The HLTA in school will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and Headteacher.

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.

All newly qualified staff with a level 2 or 3 qualification will be PFA trained.

Stanley Common Church of England Primary 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 office.

Stanley Church of England Primary 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.

The school adopts the following staffing ratios:

For children under two, there is at least one member of staff for every three children. At least one staff member holds a full and relevant Level 3 qualification and is suitably experienced to work with children under two.

At least half of other staff hold a full and relevant level 2 qualification. At least half of all the members of staff are trained in the care of babies.

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.
- 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.
- Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.
- The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

13. Information and records

Stanley Common Church of England Primary School stores and shares information in line with the Data Protection Act 1998, 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:

- 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

Information about the policies and procedures in place in the school's EYFS

Stanley Common Church of England Primary School 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

14. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. 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. Parents are asked to sign permission slips for any visits out of school and for permission to use of photographs of their child.

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. We also ask parents to let us know if their child is receiving support from external agencies such as health.

15. Monitoring and Review

This policy is reviewed annually. 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.