



# Early Years Foundation Stage Policy

## RECORD OF REVIEW

<b>DATE</b>	<b>AMENDMENTS</b>
<b>September 2022</b>	<ul style="list-style-type: none"><li>• Added information about assessment; emerging and expected. No exceeding</li><li>• Updates to aims of the policy in line with the new Statutory Framework</li><li>• Updated Curriculum Areas</li><li>• Additions about oral hygiene and how this is addressed</li><li>• Amendments to planning and teaching styles</li></ul>

## Introduction

The Early Years Foundation Stage (EYFS) is, arguably, the most important stage of education covering a child's formative years and setting in place the skills and a love of learning that will see children flourish in the next stages of their education.

All staff are aware of the Statutory Framework for the Early years Foundation Stage (September 2023) and of the key changes brought by its most recent review by government.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' (*The Statutory Framework for the Early Years Foundation Stage.* DfE April 2021).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

## Aims

Within the EYFS and as a school, we aim to help our pupils achieve their very best, both academically and pastorally. Fundamental British values of mutual respect and tolerance of those with different faiths and beliefs will be upheld at all times. Good mental health is nurtured throughout the EYFS and staff are committed to developing the Early Years in line with current legislation, research and best practice.

Our policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## Section 1- Learning and Development

### Educational Programme

Under the revised framework, we will deliver our programme of learning in our own way but will always refer to the 4 overarching principles of the EYFS which shape a child's learning:

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

Our Early Years setting follows the Curriculum as outlined in the 2023 Statutory Framework for the Early Years Foundation Stage (EYFS).

Our EYFS curriculum will be delivered through the 7 areas of learning which are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## The Prime Areas

The first three areas (in bold) are known as the Prime areas and must be given a focus during the formative years. The following 4 areas are known as the specific areas. At St David's Prep the focus will shift towards the full seven areas during their time in the Pre-Reception, as and when the child is ready. If, at any point, a child's development in the three prime areas is causing concern, parents will be contacted to initiate a discussion.

Communication and language underpin all areas of learning within our early years curriculum and continues to be developed within our provision, teaching, learning and planning methods.

The Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

## The Specific Areas

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively, using art and design. New learning and topics are adapted to reflect the needs of the children and their interests.

## The Characteristics of Effective Teaching and Learning

In addition to the 7 areas of learning, the three Characteristics of Effective Teaching and Learning are considered.

The CoETL are organised into three primary strands and are essential components towards children becoming self-regulated learners.

These are:

- **Playing and Exploring**- children investigate and experience things, and 'have a go'
- **Active learning**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## Planning and organising the curriculum

The statutory framework for the EYFS does not prescribe a particular teaching approach. However, it does state that "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults." (Department for Education (2021) Statutory framework for the early years foundation stage.)

We believe that it is vital for all adults responsible for young children to recognise that, for them, play is a great deal more than recreation. It has a fundamental role in early childhood education supplying the foundation upon which learning is built.

Play is the building block of a child's intellectual, social, emotional, physical and language skill development. Most of the Early Years school day is dedicated to child-initiated learning (play) where staff respond to, extend, scaffold and engage in quality talk to support the children's learning.

Much of the work carried out in the EYFS is done through well planned and well organised play activities. Some of these activities will be guided by an adult, sometimes an adult will sensitively intervene and at times the children will be required to access the activities by themselves. Staff consider the individual needs, interests, and stages of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through continuous indoor and outdoor provision alongside weekly forest school sessions.

We encourage children to develop as confident and capable learners, who enjoy exploring their own ideas and theories, whilst practitioners observe, support, discuss, challenge, extend and scaffold learning. Through carefully developmentally appropriate planned activities, enhanced

provision and 'in the moment' learning led by children's interests every child may grow to their fullest potential as an individual.

As the children progress through the reception year, and as their development allows, the balance gradually shifts towards more adult-led activities, to help children prepare for more formal learning, ready for year 1.

### Children whose home language is not English

We will take all reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS through role modelling good quality spoken language. We will assess all children's communication, language, and literacy skills in English. However, where English is very limited, we would explore the child's skills in the home language in consultation with parents/carers to establish whether there is a cause for concern about language delay.

### Early Learning Goals

In the final term of their Reception year, children will be assessed against the Early Learning Goals (ELGs). These are set out as part of the EYFS Framework and we also pay regard to Development Matters, the non-statutory government guidance. Children are judged to be emerging (not yet achieving the expected level) or expected (achieving or going beyond the expected level) for each ELG. These judgements are made based on staff knowledge of the child and their EYFS journey.

## Section 2- Assessment

### Assessment and Record Keeping

In the EYFS, assessment and recording will be based on observations undertaken throughout the school day, photographic evidence of activities and the children's work. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded on 'Tapestry', an online learning journal. This enables on-going communication and keeps parents informed of the areas of learning in which their child is achieving.

In Pre-Reception children learning is recorded in termly floor books. In Reception, Children's targeted learning for Maths and Literacy are recorded in books and each child has an individual learning journal for evidence of independent learning.

Ongoing assessment is an integral part of teaching, learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to identify developmental gaps, support differentiation, inform children's next steps in learning and monitor their progress. Staff also take into account observations shared by parents and/or carers.

At the beginning of the Pre-Reception and Reception school year, the children take part in an online assessment. This is done 1:1 with an adult working in the setting. It checks the children's Maths, Literacy and PSED skills. This is then completed again at the end of the school year, in June, to compare the results. The assessments are tailored to what the children should be able to do at the stage in their development and progresses dependent on how the child does as they move through the questions.

## Early Years Foundation Stage Profile (EYFSP)

During Reception, children work towards the Early Learning Goals which are recorded on the EYFSP. The profile will reflect the teacher's own knowledge and professional judgement of a child. This will be completed in the final term in which a child turns 5 and no later than 30 June. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Expected- achieving or going beyond the expected level
- Emerging- not yet achieving the expected level

We understand that some children will be working beyond the expected level of development and will need challenging. We put extra steps in place to support these pupils. The profile reflects ongoing observations and discussions with parents and/or carers.

The results of the profile are then shared with parents and/or carers in their end of school year report and inform the child's transition process into year one.

## Reporting to parents

We recognise that children learn and develop well when there is a strong partnership between Class teachers, Teaching assistants and parents and/or carers.

In accordance with whole school policy, we feedback to the parents regularly throughout the year, both at parent's evenings and in the form of a written report. Parents are invited in to school 2 times a year for formal Parents Evening meetings where they can discuss their child's progress and celebrate their achievements.

At St David's we operate an 'open door policy' and understand that there may be times that Parents need to speak to members of staff urgently. We do our utmost to ensure that all parents can speak to staff as soon as possible, however, this may not always be appropriate. We will organise a time for a meeting at another time if the parents cannot be spoken to immediately.

## Section 3- Safeguarding and Welfare Requirements

### Child Protection

Safeguarding and child protection are of utmost importance at St David's Prep. Our EYFS department follow the whole school Safeguarding and Child Protection Policy. A summary of which can be found on the website. In accordance with statutory regulations, OFSTED will be informed of any allegations of serious harm or abuse by any person living or working on the premises and of the action taken. OFSTED will be informed as soon as possible but within 14 days.

Miss Weaver, the DDSL (Deputy Designated Safeguarding Lead) has responsibility for Safeguarding in the EYFS.

Mobile phones and personal devices in EYFS are not permitted in the classroom and are locked away in the staff room. Any visitors to EYFS are asked switch their phone off or to leave their phones locked away also in the staffroom. Each class has access to a school iPad, which is used for observation and photographic purposes. The EYFS also have access to school walkie talkies which allows communication with the rest of the school. These are taken to Forest School each week to ensure that the school can be contacted in case of an emergency.

## Suitable People

We endeavour to recruit and retain the highest quality staff into our EYFS provision and uphold all regulations regarding staffing checks and recruitment. When deploying staff each year, consideration is made to the level of qualifications and experience of the staff concerned as we recognise the benefits of having well qualified staff working with our youngest children.

## Staff taking medication

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. Should a practitioner need to take any medication which may affect their ability to care for the children, medical advice must be sought. Practitioners will only work directly with the EYFS children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly. Staff medication must be kept out of the reach of children, there are locked cupboards in the Early Years office.

## Staff qualifications, training, support and skills

Induction of new staff- Induction of new staff will take place according to the process outlined in the staff handbook. New staff in the EYFS department will be monitored according to the Staff Code Of Conduct.

ECT (Early Careers Teachers)- When new staff entering the EYFS are newly qualified (Early Career Teachers) the ISTip training programme will be followed. All existing staff will support the ECT in achieving the relevant qualifying standards.

CPD - All staff at St David's Prep are actively encouraged to participate in Continuing Professional Development (CPD) and specific EYFS training courses are available through Bromley Council, Noodle now and the TES. Training needs can be identified by individual staff during supervision meetings with their line manager.

## Ratios

At all times, both in term time and during holiday provision, we ensure that the Statutory regulations for EYFS ratios and staffing levels are upheld. If a member of staff is absent they must contact The Deputy Head who will ensure cover is provided to meet ratio requirements. Where this is not possible between Pre-Reception and Reception staff, the Deputy Head will be need to provide cover staff as required or will look at alternative solutions. During holiday provision, staff



would contact Holiday Club Coordinator who would liaise with members the SLT team to ensure ratios are adhered to.

## Holiday provision

Pre-Reception and Reception children are eligible to attend 'Rainbow Club.' This consists of a range of activities that are run by school staff. The club runs from Tuesday-Thursday from 8.30am-4.00pm during selected school holidays. The school office can provide more information.

## Health

The EYFS aims to promote the good health including oral health of children attending the setting. Healthy snacks are offered to children during morning break and a cooked lunch, which includes the option of fruit for pudding, is provided. Healthy eating and exercise form part of the Early Years curriculum.

Through our PSED educational programme we promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy. *"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."* (Statutory Framework for the Early Years Foundation Stage DfE September 2021)

## Medicines- children

Prescription medicines are not allowed to be administered without a prescription from a doctor, dentist, nurse or pharmacist. Medication can be administered to a pupil by a member of staff providing signed permission has been received from a parent/carer on a daily basis. There is downloadable pro-forma for use by a parent/carer. **All medicines which need to be refrigerated must be handed to the School Office and will be stored in a locked box** in the designated refrigerator in the Prep staff room.

## Health and Safety and First Aid

It is vital that all children in the school are safe. Through our nurturing environment we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Reception children must be collected by a parent/carer on the school car park at 3.30pm each day. If a pupil is not collected by 3.45, the child will be taken back into school and taken to late room. If a pupil is absent from school, a parent or guardian must telephone the school office by 9.00am and a letter of explanation is required on the day they return.



Initially illnesses and accidents are dealt with by the class teacher or adult on duty. If further attention is required a child is seen by a registered First Aider. A form explaining any accidents/illnesses are filled in by the attending adult and a copy is sent home. With any type of head injury, the parent/carer would be notified immediately.