

Westbury-on-Severn CE Primary



**Westbury-on-Severn
CE Primary School**

Early Years Foundation Stage Policy

Date policy agreed by Governing Board	January 2024
Date for review	January 2024

Statement of intent

At Westbury-on-Severn Church of England Primary School we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

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

We seek to provide:

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

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1. Legal framework

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

- Childcare Act 2006
- **Childcare Act 2016**
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Statutory Framework for the Early Years Foundation Stage'
- DfE (2023) 'Early Years Foundation Stage Profile: 2023 Handbook'
- DfE (Revised edition, 2023) 'Development Matters'
- DfE (2023) 'Keeping children safe in education 2023'.
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2023) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Data Protection Policy
- Curriculum Policy
- Behaviour and Relationships Policy

2. Roles and responsibilities

The governing board will be responsible 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 and Images Policy.
- 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.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, will have responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, will be responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. Aims

Through the implementation of this policy, we will 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 and carers, in a partnership, to meet each child's individual needs to ensure they reach their full potential.
- enable children to access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- provide quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.

- make sure that every child is included and supported through equality of opportunity and anti-discriminatory practice.

Four overarching principles will shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school will:

- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents and carers
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provide a safe and secure learning environment.

4. Learning and development

In partnership with parents and other carers, the school will promote the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice will be based on an observation of children's needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances to provide each child with a challenging and enjoyable experience.

Our staff plan activities and experiences for children that enable children to develop and learn effectively. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. 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. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, 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.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development:
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:

- Creating with materials
- Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- **Playing and exploring** – children investigate and experience things, use what they know in their play and are willing to try new things.
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1 and beyond, will be set out in the school's Curriculum Policy.

5. Structure of the Early Years Foundation Stage

Our EYFS is structured in the following way:

- **Chestnuts** – Pre-school (3 years old to 4 years old) - Monday to Friday 9.00am to 3.00pm.
- **Willow Class** – a mixed class of Reception children with Year 1.

6. 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 and carers 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 will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- At the end of their Preschool Year, the Preschool Lead will complete the Gloucestershire EYFS summative transition record for school and share this with both parents, carers and the Reception teachers.
- 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. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
 - Meeting expected levels of development
 - Not yet reaching expected levels (‘emerging’)

The school will ensure 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 (via our online learning journal **TAPESTRY**) in order to plan teaching and where this is beneficial for building knowledge of children or to inform parents and carers of Wow moments in a child’s development or learning.

Pupils in the Reception Year

The school will report 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. At this point the school SENCO will work alongside the EYFS lead to ensure provision and support is appropriate and in place.

The school will take 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.

We have always at least one person with a current paediatric first aid (PFA) certificate on the premises and available when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

7. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

8. The learning environment and outdoor spaces

The learning environment will be organised in such a way that children can explore and learn independently in a safe, interactive and stimulating environment.

Children will have access to an enclosed outdoor environment, and access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. In Preschool, pupils access the Forest School area at least four times a week and have timetabled, planned activities in the school playground such as time on tricycles and balance bikes. In the Reception year, pupils have weekly Forest School sessions within the school grounds with the Year 1 and Pre-school children.

There are toilet facilities available to the EYFS, and there is a hygienic changing facility located near both Willow and Chestnut classrooms containing a supply of towels and spare clothes. Nappy changing facilities are available.

9. Safeguarding and welfare

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All necessary steps will be 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 will be required to read this policy as part of their induction training.

We promote good oral health, as well as good health in general, in the early years, for example 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 school's child protection and safeguarding policy.

The DSL is the headteacher, Anna-Mai Armstrong. The deputy DSL is Leanne Roseblade Bargh, class teacher in Oak and SENCO.

The DSL will be 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.

Use of personal mobile phones by staff members

Staff members will 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 will be safely stored and in silent mode whilst children are present. This is in line with whole school policy.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will 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 will 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.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors will not be 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 will 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 will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns and body maps will be used to record observations relating to child protection concerns using My Concern, the school's online safeguarding record.

School devices will not be taken off school premises without prior consent from the headteacher, for example for a school trip. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

11. Computing lessons

Computing lessons in the Reception year will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the school will have due regard for the '[Education for a Connected World](#)' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.

- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This will include:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives children access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children access to a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

The Online Safety Policy will be always adhered to. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

12. Health and safety

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

The EYFS lead or class teacher 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 and shared with parents and carers using our injury report form.

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 and parents are required to give written permission for staff to administer any medicine in school.

Any food or drink provided to children will be healthy, balanced and nutritious. Pupils are eligible for free milk until they are 5 yrs old and we offer daily toast via our toast bar (alongside a piece of fresh fruit in Reception). Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water will be always available.

Smoking will not be permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school will have a Fire Safety Policy in place.

13. Staff taking medication or other substances

The school will implement a zero-tolerance approach to drugs and alcohol misuse. 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 will be securely stored in a locked cupboard.

14. Staffing

A robust Safer Recruitment Policy will be in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff will 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 will hold 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 will hold a full and relevant level 2 qualification.

The headteacher will provide cover for the EYFS lead in their absence.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

Any member of staff who has sole responsibility for looking after a group of children will 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 office.

The school will provide 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.

Each child in Pre-school will be 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 or the Pre-school 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.

15. Information and records

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

The following information will be recorded for each child:

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

The following information about the school will be 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 will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home.
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children.
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

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.

16. Parental involvement

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

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check, Tapestry and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents are invited to parents' evenings three times a year, in line with the rest of the school; however, the school has an open-door policy and parents are welcome to talk to teachers and practitioners at the start and end of the school day.

Parents are invited to take part in a Forest School three times a year.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be 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.

17. Transition

Transition from Pre-school to Reception is carefully planned and takes place formally during the summer term. However, due to the proximity of the Willow and Chestnut classrooms, pupils are already familiar with the classroom and throughout the year, on occasion, share learning experiences- most notably, joint weekly Forest School sessions as well as lunchtimes in the hall.

During the summer term, the Pre-school pupils will join the Willow Class pupils for story time and get to know their class teacher. Parents and carers are invited to an information afternoon in September at the start of their child's Reception year so that parents are fully informed of our curriculum and the increased demand on pupils in their Reception year academically. All children starting Reception are invited to a transition day in Willow Class, in the summer term,

The Reception teachers conduct home visits (with consent) during the summer term to introduce themselves to both the children and the child's parents and to discuss any issues or specific requirements. This supports a positive transition from the Pre-school to the Reception class.

Pupils in Reception start full time from day one, which we have found to be highly beneficial for their learning and for promoting consistency of routine. They are assigned a buddy from Year 6 to support them during their first few weeks in the playground and in the mornings, walking into school.

18. Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher.

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

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