

Pimperne CE VC Primary School

Early Years Policy

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Statement of intent

At Pimperne CE VC 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 practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS Lead is Miss S Lee

Paediatric Trained Staff for EYFS are:

Mrs S Groves

Mrs K Brown

Mrs K Raine

Mrs G Gale

Signed by:

J Waller

Headteacher

June 2023

Date:

J Torrance

Chair of governors

June 2023

Date:

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 (2020) 'Statutory framework for the early years foundation stage' (EYFS reforms early adopter version)
 - DfE (2023) 'Keeping children safe in education'
 - DfE (2018) 'Working together to safeguard children'
 - DfE (2015) 'The prevent duty'

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, wrap around care staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

- 2.8. Staff, including teachers, support staff, wrap around care 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 and 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. The early learning goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best-fit judgement about a child’s development and their readiness for Year 1.
- 4.7. Activities are planned to reflect children’s interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

- 4.8. The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, 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.
- 4.9. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- 4.10. Each area of learning and development is implemented through activities the teacher believes are the most effective for the children they are teaching.
- 4.11. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.12. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
 - Playing and exploring – children investigate and experience 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 develop strategies for doing things.

Further information regarding learning and development are set out in the school's **Teaching and Learning Policy**.

5. Inclusion

- 5.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.3. The **Equal Opportunities Policy** ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 5.4. The Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report ensures all children receive the support they need and are given the best learning experience possible.
- 5.5. SEND in the EYFS setting will be monitored and managed by the school's SENDCo.

6. The learning environment and outdoor spaces

- 6.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 6.2. 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.
- 6.3. There are three toilet facilities available to the EYFS. The room also contains a supply of body cleaning wipes and spare clothes.

7. Assessment

- 7.1. 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.
- 7.2. 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.
- 7.3. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 7.4. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.
- 7.5. Assessment procedures are set out in full in the **Assessment & Feedback Policy**.

8. Safeguarding and welfare

- 8.1. See our School Safeguarding Policies

9. Health and safety

- 9.1. A first-aid box is located in the Reception classroom.
- 9.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered, following parental completion of the medicine form held in the school office.
- 9.3. The school's **Administering Medication Policy** outlines the procedures for administering medicines.
- 9.4. The **Health and Safety Policy** outlines the full health and safety policies and procedures.

10. Staffing

- 10.1. Robust recruitment is in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 10.2. 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.
- 10.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 10.4. 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.
- 10.5. The EYFS lead is a qualified teacher and member of the senior leadership team. All other EYFS staff hold relevant qualifications.
- 10.6. The EYFS Senior TA will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and headteacher. At times, class cover will be provided by the school HLTA, also assessed as appropriately qualified to do so.
- 10.7. 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.
- 10.8. The school will organise PFA training to be renewed every three years.

11. Information and records

- 11.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's **Data Protection Policy**.

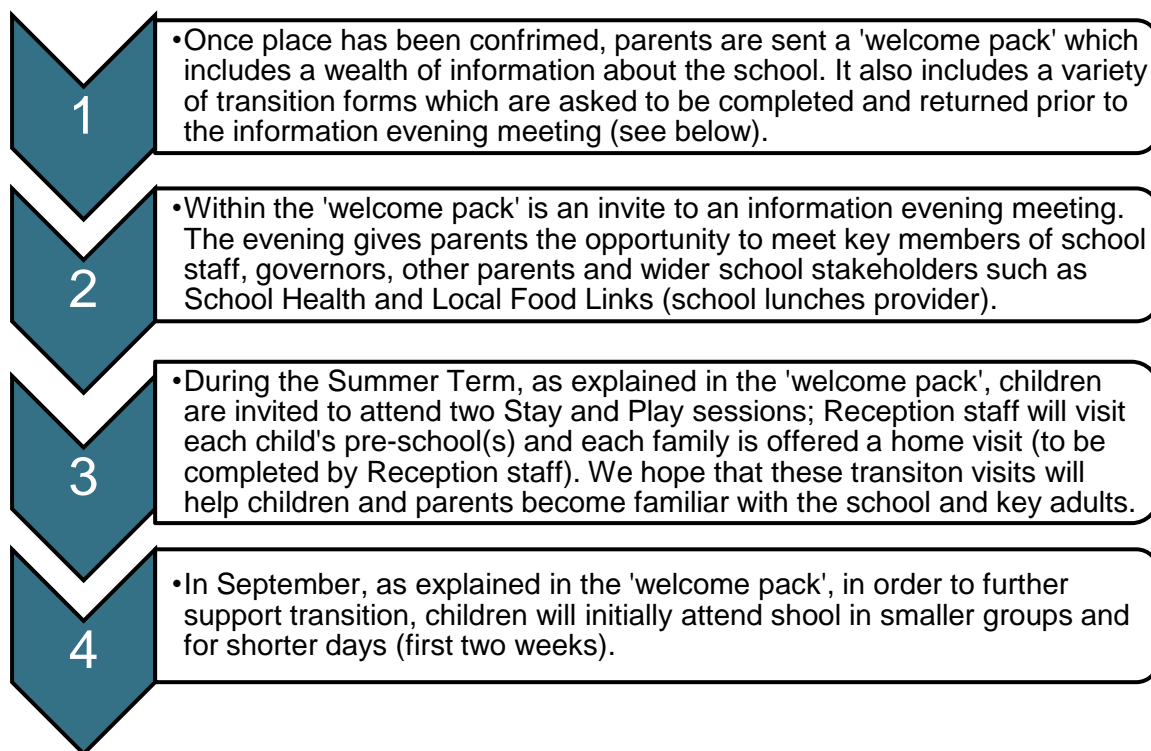
12. Parental involvement

- 12.1. We firmly believe that the EYFS cannot function without the enduring support of parents.
- 12.2. Parents are invited to parents' evenings/Book Look's in the Autumn Term, Spring and Summer Term; 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.
- 12.3. Parents are asked to sign a Home School Agreement and give permission for the range of necessary school requests at the beginning of each school year.

- 12.4. In addition, EYFS parents have the use of Tapestry to share the learning journey of their child, between home and school. School also use this tool to give parents an insight into the children's week.

13. Transition periods

- 13.1. The following process is in place to ensure children's successful transition to Reception:



14. Monitoring and review

- 14.1. This policy is reviewed annually by the governing board and the headteacher.
- 14.2. Any changes made to this policy will be communicated to all members of staff.
- 14.3. 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.
- 14.4. The next scheduled review date for this policy is **June 2024**