

# Cragside Church of England Primary School



## EYFS Policy

Revised: October 2023

Date of next Review: October 2024

### Contents:

#### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Aims
4. Learning and development
5. Assessment
6. Inclusion
7. The learning environment and outdoor spaces
8. Safeguarding and welfare
9. Mobile phones and devices
10. Health and safety
11. Staffing
12. Information and records
13. Parental involvement
14. Transition periods
15. Monitoring and review

### Statement of intent

At Cragside Church of England Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development. We aim, from the very first days in our school, to help every child to **'shine bright'** in all they do.

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 **'thirst for knowledge and love of learning'**.

We ensure that children learn and develop well and are kept healthy and safe. We promote the highest standards of teaching and learning striving in all we do to prepare children for the next stage of their education, and give them 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.

## 1. Legal Framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Early years foundation stage profile: 2022 handbook'
- DfE (2023) 'Development Matters'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) '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

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Health and Safety Policy
- Fire Safety Policy
- Safer Recruitment Policy
- Data Protection Policy
- Policies for all NC subject areas

## **2. Roles and responsibilities**

The governing body is 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 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 deputy headteacher and headteacher, have responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are 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 aim to:

- Ensure every child is recognised as unique, and that each child's experience is central to our practitioners' thinking.
- Give every child a happy and positive start to their school life in which they can establish a secure 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.

Four overarching 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 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, our school:

- Provides a varied and balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and all abilities into practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

## 4. Learning and development

In partnership with parents, we strive, in everything we do, to promote the learning and development of every child to ensure that they are ready for the next stage of education.

The EYFS provision and practice is based on observations of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging, enjoyable and memorable experience.

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, we 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.

## **5. Assessment**

Assessment plays an important part in helping us to recognise children's progress, understand needs, plan activities, and assess the need for support.

Parents are kept up-to-date with their child's progress and development, and our EYFS lead addresses 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 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:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting our Reception year.
- The EYFS Profile (Passport) – 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 all times, we ensure that teachers actively engage with children, their parents and other adults who have significant interaction with specific children in their assessment processes. In this ongoing work, we aim to provide a well-rounded picture of the development and attainment of every child.

All practitioners within our setting know the importance of spending time with the children in the moment of their learning. We have ensured that assessment processes do not prevent teachers and practitioners from this: we focus directly on supporting learning and development. Teachers are not 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.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

We support SEND learners within the EYFS curriculum by:

- Using our ongoing formative assessments and knowledge of the children to plan and deliver interventions and opportunities across our broad and varied curriculum
- Building strong relationships with parents and carers to ensure each child is at the heart of what we do and targets and next steps are shared between home and school
- Maximising our time for outdoor learning and forest school experiences

Our EYFS lead discusses any causes 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.

We 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.

## **6. Inclusion**

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

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 is monitored and managed by the school's SENCO.

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

Interventions we use in our EYFS include:

- RWInc Phonics
- Nuffield Early Language Intervention (Neli)
- Talk Boost
- Speech and Language and talk opportunities
- Numeracy support
- Social Stories
- Pencil control and fine motor skills
- Social and emotional support

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

The learning environment is organised to ensure that children can explore and learn independently in a safe and interactive environment. Our resources are arranged to encourage children to self select and be in charge of their own learning.

A real emphasis is put upon 'in the moment' learning opportunities in the outdoor environment. Our setting provides unique experiences; focussing on supporting children's problem solving skills, nurturing creativity and encouraging independence. Children are able to freely access a range of resources to support their gross motor skills, as an integral part of children's development. We use natural resources to support this such as tyres, wooden building blocks and crates. We place emphasis on promoting a sense of well-being, respecting nature and sensory experiences in the outdoor environment.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned. Children take part in a variety of large scale outdoor activities to help develop their gross motor skills - for example, climbing frame play equipment, large tyres, den building, large construction tools, bikes and scooters, mud kitchen, large scale water play. Children

are encouraged to dress themselves for outdoor learning in the most appropriate way. If they decide to play in the water, children know they will need to select wellies and waterproof clothing. Children interact with the natural world in our safe enclosed environment, they notice birds, plants, weather and seasonal changes.

All children take part in weekly forest school sessions to promote critical thinking, problem solving, resilience and independence. Children are taught fire skills and learn to cook on the fire, use tools, make dens and explore our natural environment safely.

## **8. Safeguarding and welfare**

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

The DSL is Joanne Parker (headteacher). The deputy DSL is Caroline Bilton (deputy headteacher). The EYFS lead Lynsey Clarke is also a DSL.

The DSL is 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.

## **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.

### **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 are 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 may use their professional judgement in emergency situations.

### **Use of mobile phones by parents, visitors and contractors**

On entry to school, visitors are given guidance to ensure that they understand that they are not permitted to use a mobile phone.



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 cameras**

Staff are provided with a school device so that school devices are used to take photographs and videos. School devices have passcode protection.

School devices are only used for work related matters, for example recording and documenting a child's learning.

## **10. Health and safety**

Safeguarding and Welfare Requirements are outlined in our Child Protection and Safeguarding Policy.

Our Early Years Foundation Stage Staff are as follows:

Reception:

Ellie Harris - Reception Class Teacher, Early Years SENCO  
Nicole Gibbons - Reception Class Teacher  
Paula Gray – LSA  
Lauren Crispin – LSA

Nursery:

Lynsey Clarke – EYFS Leader, Nursery Teacher and Designated Safeguard Lead  
Amiee Gray - LSA  
Emma Lewis - LSA  
Rebeka Perry - LSA

Joanne Parker- Head Teacher, SENCO and Designated Safeguarding Leader  
Caroline Bilton – Deputy Head Teacher and Deputy Designated Safeguarding Leader

### **• Staff ratios**

Legislation outlines that in a normal teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than thirty per school teacher.

• Health and Dietary Requirements- We aim to promote the good health of children in the EYFS, including the promotion of good oral health at all times.

All accident and illnesses are recorded in class accident books and details are shared with parents. First Aid Boxes are located in each Early Years classroom.

All practitioners will respond to children who are ill and take the necessary steps to inform parents and prevent any spread of illnesses.

For School policy on the administration of medicines please refer to whole school Safeguarding children policy.

## 11. Staffing

A robust Safer Recruitment Policy is 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.

Ellie Harris 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 who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

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'. 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 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 staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- For children in Reception classes:

Class sizes will be limited to 30 children per school teacher.

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 about who their child's key person is and will explain the role of the key person when their child begins attending the school.

## **12. Parental involvement**

All of our Early Years practitioners understand the importance of working alongside parents and carers to support every child's learning and development. We know that it is crucial to have strong and respectful partnerships with families. We believe that it is our responsibility to:

- work hard to reach every family, and where appropriate, work harder to reach families who are less engaged.
- be available to all parents and carers at the start and end of the school day. And also, be available to meet with parents at a time convenient to them.
- invite parents to termly parents meetings over the year.
- share half-termly curriculum newsletters. School newsletters from our Head Teacher, Joanne Parker, are emailed directly to parents.
- use reading diaries to communicate reading progress and key information.
- use tapestry to capture WOW learning moments and share with parents
- use tapestry as a communication tool to keep parents updated on a weekly basis with learning or events being held in school
- encourage parents to post home news on tapestry for children to share in school
- share and invite parents to our family collective worships

## **13. Transition periods**

We aim to make transitions in school exciting and successful for every child.

We facilitate transition making information available to parents/carers including:

- The planning and delivery of our curriculum
- Daily routines
- Sharing learning moments with parents and carers
- Supporting special educational needs and disabilities
- Provide opportunities to visit, meet staff and visit the EYFS setting
- Visit the children in their Nursery/home settings where possible
- Supporting transition into Year One

## **14. Monitoring and review**

This policy is 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 are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is October 2024.