

Grange Primary School



Early Years Foundation Stage Policy

Approved: December 2017

Signed:

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At Grange Primary School we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development and to ensure that each child has a happy and positive start to their school life.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Grange Primary School children can join our Nursery Class (Saplings) in the term following their third birthday and most children join our Reception Classes (Rowan and Oak) in the September following their fourth birthday.

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 1998

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

Teaching and Learning Policy

Behaviour Policy

Equality, Diversity and Inclusion Policy

Special Educational Needs and Disabilities (SEND) Guidelines

Child Protection and Safeguarding Policy

Health and Safety Policy

First Aid and Supporting Children with Medical Conditions Policy

Fire Evacuation Plan

Data Protection Policy

2. Aims

Through the implementation of this policy, Grange Primary School aims 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.

Grange Primary School adheres to the four guiding principles (from Development Matters) which shape practice within EYFS settings:

- 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.

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.

3. Learning and development

Grange Primary School offers an EYFS curriculum based on an observation of children’s needs, interests and stages of development.

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.

The ‘prime’ areas of learning and development are:

Personal, Social and Emotional Development (PSED)	Physical Development (PD)	Communication and Language (CL)
Self-confidence and self-awareness Managing feelings and behaviour Making relationships	Moving and handling Health and self-care	Listening and attention Understanding Speaking

The ‘specific’ areas of learning and development are:

Literacy (L)	Mathematics (M)	Understanding the World (UTW)	Expressive Arts and Design (EAD)
Reading Writing	Numbers Space, shape and measure	People and communities The world Technology	Exploring and using media and materials Being imaginative

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

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 and 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.

The Early Learning Goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.

Further information regarding learning and development in the EYFS are set out in the Teaching and Learning Policy.

At Grange Primary school we believe that good behaviour is essential for effective learning. As stated in the EYFS Statutory Framework behaviour at Grange Primary is managed effectively 'in a manner appropriate for the children's stage of development and individual needs'. Further information regarding behaviour in the EYFS is set out in the Behaviour Policy.

4. The learning environment and outdoor spaces

The classrooms are organised in such a way that children can explore and learn in a safe environment.

Our indoor and outdoor learning areas allow children to access resources independently.

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. Children also have access to an onsite forest area as part of their weekly provision.

There are two toilet facilities available to the EYFS, and hygienic changing facilities are also available.

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.

During the first half term of school, all Reception children will take part in a baseline assessment (NFER) to look at children's early achievements in: Mathematics, Communication, Language and Literacy. We use the information from this assessment to consider the next steps for learning for each child. Results of the baseline assessment are shared with parents.

Grange Primary School implements formative assessments 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 is recorded using 2 Simple Build a Profile and this information is then used to shape learning experiences for each child.

At the end of the EYFS, all children are assessed against the Early Learning Goals to determine whether they are emerging towards the expected level (1), at the expected level (2) or exceeding the expected level (3). This is reported to parents alongside an overview on the Characteristics of Learning.

Reasonable adjustments will be made to the assessment process for children with SEND or EAL (English as an Additional language), as appropriate.

6. Inclusion

Grange Primary School values all children 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 Equality, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS Teachers 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.

The Special Educational Needs and Disabilities (SEND) Guidelines 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 special educational needs coordinator (SENCO).

The school takes reasonable steps to provide opportunities for children with English as an additional language (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. Further information can be found in the Equality, Diversity and Inclusion Policy.

7. Safeguarding and welfare

Grange 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.

8. Health and safety

The Health and Safety Policy outlines Grange Primary School's full health and safety responsibilities and procedures.

A first-aid box is located in the EYFS Art Area. Accidents and injuries will be recorded in an accident book, located in the EYFS Art Area. There is at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate. The EYFS Teachers 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.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's First Aid and Supporting Children with Medical Conditions Policy outlines the procedures for administering medicines.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious. 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.

All educational visits out of school are organised in line with the Educational Visits Policy.

Children visit our on-site forest area regularly; risk assessments are in place for general use of the forest area. There is one member of staff in school who has the Advanced Award in Forest School Leadership who is available to take groups to do Forest School activities.

The EYFS lead is working on specific risk assessments for indoor and outdoor provision. This will be completed by April 2018.

9. Staffing

Grange 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 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.

Grange 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'.

The school adopts the following staffing ratios following the guidance in the Statutory Framework for the Early Years Foundation Stage (from p.23):

For children aged three and over (N1 and N2) where a person with QTS, EYPS, EYTS or other suitable Level 6 qualification is working directly with the children there must be at least one member of staff for every 13 children.

For children aged three and over (N1 and N2) where a person with QTS, EYPS, EYTS or other suitable Level 6 qualification is not working directly with the children there must be at least one member of staff for every 8 children and at least one member of staff must hold a full and relevant Level 3 qualification.

Reception classes are subject to infant class size legislation – 30 pupils per class teacher.

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 EYFS lead is Claire Kinna. Rebecca Evans 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. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.

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

Grange 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 entrance.

Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

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 in Nursery 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 Nursery Teacher 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. Children in Reception are assigned an EYFS Teacher.

10. Information and records

Grange Primary School stores and shares information in line with the Data Protection Act 1998, and with regard to the school's Data Protection Policy.

11. Parental involvement

At Grange Primary School, 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 also invited to a weekly drop-in session where children can share their work, teachers are also on hand to discuss progress.

If required, the EYFS office will be utilised for confidential discussions between staff and parents.

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

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.

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

Parents will be kept up-to-date with their child's progress and development, and the EYFS Teachers will address any learning and development need in partnership with parents.

12. Transition

Into Nursery: Parents and children are invited to a drop-in session to stay and play in Nursery.

Into Reception: Nursery and Reception staff meet to discuss each child's development and needs and Reception staff also visit all previous nursery settings in order to support a smooth transition. In the summer term before they start school children are invited to three half day sessions in their new class, the first with parents for a stay and play session, the second a play session whilst parents attend an information session elsewhere in the school and the third for a morning independently. Children are also invited to stay for a school lunch with their parents.

Into KS1: Reception and Year 1 staff meet to discuss each child's development and needs in order to support a smooth transition to Year 1. Children also spend a day in their new class.

13. Coordination

The Governing Body has the overall responsibility for the implementation of this policy.

Lead Governor is responsible for:

- Annually reporting to the Governing Body on the progress of this policy.
- Annually meeting with the lead teacher to evaluate the school's policy and provision.

EYFS Lead Teacher, in conjunction with the headteacher, is responsible for:

- The day-to-day implementation and management of this policy.

All EYFS staff are responsible for:

- Familiarising themselves with, and following, this policy.