

Newbold Church School

EARLY YEARS POLICY (VERSION 2)



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Approved: GB

Signed: Chair of Governors _____

Signed: Headteacher _____

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Statement of Intent

“The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

Quality and consistency in all early years settings.

A secure foundation for all children for good progress through school and life.

Partnerships between different practitioners.

Partnerships between parents or carers and practitioners.

Equality of opportunity for all children.”

(Department for Education, 2012)

Rationale

‘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.’

(Statutory Framework for the Early Years Foundation Stage, DfE 2014:5)

We aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent.

The Foundation stage has its own framework and is therefore treated as a separate key stage. Foundation stage 2 (FS2) refers to 4 and 5 year olds and is known as Reception. Early childhood education is valued in itself and should not be seen as a preparation for the next stage of learning.

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
- The GDPR

Data Protection Act 2018

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 (2018) 'Keeping children safe in education'

DfE (2018) 'Working together to safeguard children'

DfE (2015) 'The prevent duty'

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

Whole School Behaviour Policy

Whole School Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Allegations of Abuse Against Staff Policy

Administering Medication Policy

Health and Safety Policy

Data Protection Policy

Photography Policy

Complaints Procedures Policy

Responsibilities

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.

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. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.

The governing board has the overall responsibility for the implementation of this policy.

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.

The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

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

Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

Principles of the Early Years Foundation Stage

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements.

A unique child:

Every child is a unique, competent learner.

Children develop in individual ways and at varying rates.

Children's attitudes are fluid and can be influenced by others.

Positive relationships:

Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.

Relationships with parents and carers are also important and will be nurtured and developed. Any relationship will be respectful, caring and professional.

The Role of the Adult

Staff have a clear understanding of child development and how children learn. They ensure that there is a balance of self-chosen and adult directed and initiated activities.

Staff work directly with children and exploit learning opportunities that occur spontaneously. All staff will maintain their own continuous professional development through training/study days.

Staff will observe children at play in order to make valid assessments of learning and behaviour.

Enabling environments:

The learning and play environments are vital for supporting and extending a child's development.

In the classroom and outdoor environment, we observe and assess the children's development and interests.

We aim to create a natural and stimulating learning environment where children feel confident, secure and challenged.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will also enhance play and extend as needed to further individual learning.

The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with open ended continuous provision.

Resources are organised so that children can access them independently and take responsibility for tidying away.

We acknowledge that children develop and learn in different ways and at different rates

We meet the needs of all children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.
- All children in EYFS have access to a broad and rich curriculum both indoors and outdoors that is influenced by the children's interests.

Learning and development:

Newbold Church School is organised in a way that encourages children to explore and learn safely.

There are areas for activities and play, and others for quiet time and rest.

The setting is designed to enable children to learn and play independently.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

Communication and Language

This is broken down into three sub sections. These cover Listening and Attention, Understanding and Speaking. These outcomes cover important aspects of language development and provide the foundations for literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and Understanding. Other areas of learning also make a vital contribution to the successful development of literacy.

Physical development

This covers both fine and gross motor development and keeping healthy. Physical development is implicit in all areas of the EYFS framework. Teaching concentrates on children's developing physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life.

Personal, social and emotional development

This area has three sub sections. These are Making Relationships, Self-confidence and Self-awareness and Managing Feelings and Behaviour. The outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

Literacy

This area of learning has two subsections of Reading and Writing. The objectives ensure success in early reading and writing skills. Phonics plays a big part in this area and the ability to blend for reading and segment for spelling are skills that are promoted daily in the Foundation Stage.

Mathematics

This is broken down into two subsections. These are Number and Shape, Space and Measure. These outcomes cover important aspects of mathematical understanding and provide the foundation for Mathematics. They focus on achievement through practical activities and the using and understanding language in the development of simple mathematical ideas.

Understanding of the world

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry, focussing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

Expressive arts and design

This covers art, music, and drama. This area of the EYFS framework focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

Learning and development is implemented through rich and stimulating play based activities and play that is reactive to the child's lead.

Play is important to learning and development and we therefore do not make a distinction between work and play.

Characteristics of effective Learning

We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:

Playing and exploring.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active learning.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creative and critical thinking.

Children should be given an opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

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 **Kerry Marsh**

The deputy DSL is **Helen Burn**

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

Safety and security is a high priority at Newbold Church School and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 are as follows:

To promote the safety and welfare of the children in our care.

To promote good health and prevent the spread of infection by taking appropriate action when children are ill.

To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.

To ensure that adults who have access to children, or who look after children are suitably vetted and trained.

To ensure that the setting is fit for purpose and that furniture and equipment is safe.

To maintain records, policies and procedures required for safe and efficient management of the setting.

Relationships

At Newbold Church School, we feel it is important for children to learn social etiquette and to develop relationships with peers and adults.

This will be achieved as part of ELG08 – Making relationships, through playing and interacting with other children and adults. It will be mostly child led.

Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In the Foundation Stage, each child's key person is their class teacher, who is supported by qualified teaching assistants.

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents when appropriate, and working in partnership with them.

Safeguarding

Safety is paramount and Newbold Church School has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

The parent / teacher partnership

The Early Years Foundation Setting cannot function without the enduring support of parents and carers.

We recognise that as parent, you are the child's primary educator and we recognise this important role through regular engagement including:

- Parent / Teachers' Association Meetings.
- Asking parents to complete admissions forms, a medical form and to write a synopsis (passport) about their child to help us to understand their character and personality.

- Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Twice annual formal parents evening.
- Events and activities throughout the year which bring together children, parents and the school.
- A notice board informing parents of routines, events in school and class information.
- Regular emails documenting the children's learning using the app 2build a profile and the parent share option so that parents can share their children's experiences with school.
- A Half termly Curriculum overview to inform parents of the skills and learning we are teaching in school and the children's interests we are following.

Mobile phones and devices

To ensure the safety and welfare of the children in our care we have protocols for the use of mobile phones and cameras in the setting:

- 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 should be 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 who do not adhere to this policy will face disciplinary action.
- Staff may use their professional judgement in emergency situations.
- Staff must 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.

Use of mobile phones by parents, visitors and contractors

- Posters are used around the school to indicate that it's a mobile free zone.
- 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's mobile phones and cameras

- Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- School devices must have passcode protection.
- School devices must only be used for work related matters.
- School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.
- Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.
- School devices must not be taken off school premises without prior written permission from the headteacher.
- Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Assessment

Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journey' profile, e.g. photographs, teacher comments, teaching assistant comments, 'Wow' moments, and parental contributions. At the end of the reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile. This shows each child's level of development against the 17 Early Learning Goals. Upon entry, every child has a baseline assessment and their development in months is recorded against the EYFS profile. They are then assessed at the end of Autumn, Spring and Summer terms to track their progress and inform the teacher of their development

Health and safety

Our full Health and Safety Policy is available on request.

Our full Supporting Pupils with Medical Conditions Policy is available on request.

The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.
- A first-aid box is located in the Reception classroom.
- 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.
- Fruit is available during the day.
- A first aider is accessible at all times.
- Accidents and injuries are recorded on 'Pod' and reports are emailed on the day.
- A fire and emergency evacuation procedure and policy are in place.

Information and records

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

The following information is 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, 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 is 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 is made available to parents:

The school's privacy notice for parents and pupils

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

Information about the policies and procedures in place in the school's EYFS

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

The learning environment and outdoor spaces (see enabling environments)

The classroom is organised in such a way that children can explore and learn in a safe environment.

Equipment and resources are accessible and can be located and used independently by children.

The outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.

Continuous provision is resourced and enhanced throughout the learning environment to help the children develop in all areas of learning and to reflect the children's interests.

Transition periods

The following process is in place to ensure children's successful transition to reception class from previous settings.

Teaching staff and the Head liaise with other providers to discuss each individual child and their transition process into our school. Parents are required to complete a settling-in document prior to entry. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

Parents are invited to a meeting to ensure they know about school procedures and to voice any concerns they may want to express. It is also a chance for staff to talk about the foundation stage and the way our school delivers the curriculum.

Members of staff from Newbold Church School make links to feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

Children are invited into school for a transition week of half days in the summer term; this is a chance for staff to get to know the children and their individual needs prior to starting in September and allow the children time to explore their new environment and start to develop relationships with the staff.

Opportunities for feeder nurseries to visit school for different events are arranged through the year, for example inviting feeder nurseries to watch the Ks1 Christmas concert.

Inclusion

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Special Educational Needs

- Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring.

- Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENCO, and advice may be sought from other agencies e.g. Speech and Language Therapy Service. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning.

Equal Opportunities

- All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.