



Broad Oak Primary School

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Early Years Foundation Stage (EYFS) POLICY

*Learning to live, loving to learn.
At Broad Oak we nurture today's
minds for tomorrow's challenges.
Working together we ensure every
child has the potential to shine.*

Together we **C**hallenge **A**spire **N**urture

POLICY

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- 1. School Mission Statement**

Learning to live, loving to learn.

At Broad Oak we nurture today's minds for tomorrow's challenges. Working together we ensure every child has the potential to shine.

Together we **Challenge** **Aspire** **Nurture**

2. Our Intent

At Broad Oak Primary School, we believe that: '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.' (EYFS framework 2021).

Our curriculum is designed to recognise children's individuality and provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

3. 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 (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2021'
- 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:

- Safeguarding and Child Protection Policy
- GDPR Policy
- Complaints Policy
- Equal Opportunities Policy
- Single Equalities Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Medicines Policy
- Health and Safety Policy
- Safer Recruitment Policy
- School Policies for all subject areas

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

4. Roles and responsibilities

The governing board 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 Safeguarding and Child Protection Policy and GDPR 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 Complaints 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 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, supply staff and volunteers, are responsible for:

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

5. Aims

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.

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, 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.
- 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.

6. Learning and Development

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

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 and 'have a go'
- 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, including how these link to and underpin the national curriculum in KS1 and beyond, is set out in the school's curriculum documents and school policies for each curriculum area.

7. 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 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 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 lead and team 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 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.

The school reports 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.

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 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.

8. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy: Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

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 will be 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.

9. The Learning Environment and Outside Spaces

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

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Toilet facilities are available to the EYFS, and there are hygienic changing facilities with spare clothes available. Nappy changing facilities are also available; however, we encourage that all children are toilet trained before they begin school. School will support families with this.

10. 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 Safeguarding and Child Protection Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSLs are **Miss Sarah Barton (Headteacher)** and **Mrs Kelly Dytham (Learning Mentor/Family Support Worker)**. The deputy DSL's are **Miss Sarah Meredith (Deputy Headteacher)** and **Mrs Alex Sutton (SENCO)**.

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. Any concerns will be recorded on CPOMS and alerted to the DSL's.

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 Safeguarding and Child Protection Policy.

11. 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 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 and recorded on First Aid Treatment Forms located in the infant shared area and in the EYFS First Aid kit. Bumped Head letters are recorded on CPOMS. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid kit is located in the infant area and in the EYFS main medicine cupboard, in the junior area and main office.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Medicines Policy outlines the procedures for administering medicines.

The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. 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.

Smoking is not permitted on the school premises.

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

12. Staff taking medication or other substances

The school implements 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 is securely stored in the main office.

13. Staffing

A 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.

The following staff hold First Aid certificates:

Sally Allen, Sarah Barton, Alison Roberts, Kelly Parkinson, Nicky Lawless, Tom Petersons, Jane Petersons, Sara Briffett, Vicky Doyle, Amy Johnson, Ann Johnson, Dawn Ashton, Jane Taylor, Chris Scanlon.

The school will organise Paediatric First Aid training to be renewed every three years. Further information regarding Paediatric First Aid Certificates can be obtained from the school office.

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'. Class sizes in Reception will be limited to 30 pupils per school teacher.

In our Reception class, the key person (whose role it is to help ensure that every child's care is tailored to meet their individual needs), is the class teacher. The class teacher will explain the role of the key person when their child starts school.

14. Information and records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's GDPR 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, 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 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
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including 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

15. Parental involvement

We believe that all parents/carers have an important role to play in the education of their child. We recognise the role that parents/carers have played, and their future role, in educating their children. We do this through:

- Talking to parents/carers about their child before their child starts in our school.
- The children having the opportunity to spend time with their teacher before starting school. Each intake of children are invited into school for taster sessions. Online meetings are held to enable children and parents/carers to meet their teacher where in school sessions are not possible);
- Inviting all parents/carers to an induction meeting during the term before their child starts school. (Induction meetings are held online with supporting materials posted to Seesaw wherever 'in-person' are not possible).
- Offering parents regular opportunities to talk about their child's progress
- Use of online learning journey 'Seesaw' enables parents to become more involved in their child's learning, comment on school activities and upload learning and achievements from home.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is also an opportunity for parents to talk to the teacher during parent's evenings.
- Arranging workshops (phonics) over the year that encourage collaboration between child, school and parents.
- Parents come into school during stay and play sessions where they can observe the activities available in school.
- We invite parents to special assemblies to share and celebrate the work that the children undertake.
- Open door policy - parents confident to come into class at any time to talk to any member of the EYFS Team.
- Curriculum maps are sent out each half term to inform parents about the parts of the curriculum being taught.
- 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 and medical forms before their child starts school.

16. Transition periods

The principles that underpin our transitions are:

- Approaches to teaching and learning should be harmonised at the point of transition
- There should be a professional regard for the information from the previous setting/phase
- Children's emotional welfare, wellbeing and involvement should be considered before and after transition.
- Children should enjoy the transition process
- The transition should motivate and challenge children
- Effective transition takes time, and is a process rather than an event
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life
- Children, parents/carers and staff need to be involved on an equal basis
- Transition is about the setting fitting the child, not the child fitting the setting
- Transitions are not overlooked or left to chance, but thought about and planned in advance

Induction into school:

- Open Days by appointment to be shown around school by head teacher or member of SLT.
- Induction information meeting with Head teacher and class teacher
- Parents and children given an Induction Pack.
- Children given a Year 5 buddy. Buddies write to the children, introducing themselves and telling the new children about our school.
- All Staff involved attend any transitional meetings for pupils with SEND. Discuss pupils with pre-school settings. Receive transitional document from all pre-schools.
- Children attend taster sessions in the classroom (online meetings arranged where this is not possible).
- Reception staff visit children in their home environment. Online meetings are held to enable children and parents/carers to meet their teacher where home visits are not possible
- Open door policy
- Parent RWI Phonics training sessions in school or online to support their child at home
- Parents invited into school for celebration afternoons, lunch, stay and play sessions with the children in class
- All children individually assessed on entry – Statutory Reception Baseline Assessments in addition to staff observations.
- Parents and child complete an 'All About Me' booklet before they start school

Transition into Year One:

- Year One teachers to spend some designated time in Reception, observing children in their familiar environment and observing practice.
- Time is planned for meetings between Reception and Year One for teachers to discuss on going assessment and Profile information.
- Arrangements are made for passing on information to parents about the transition to Year One.

Continuing Professional Development:

- Reception and Year One teachers know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
- Subject Leaders know how their subject fits into the EYFS and are confident in the expected levels by the end of EYFS.
- Reception and Year One teachers are confident in making assessments through the observation of children

17. Monitoring and Review

It is the responsibility of the EYFS lead to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.



Broad Oak Primary School

POLICY REVIEWS

We are aware of the need to review our school's policies regularly so that we can take account of: new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in July 2023

To be reviewed in July 2024

Signed by:

Member of staff responsible for this policy

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Chair of Governors

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