

Beetham C of E School

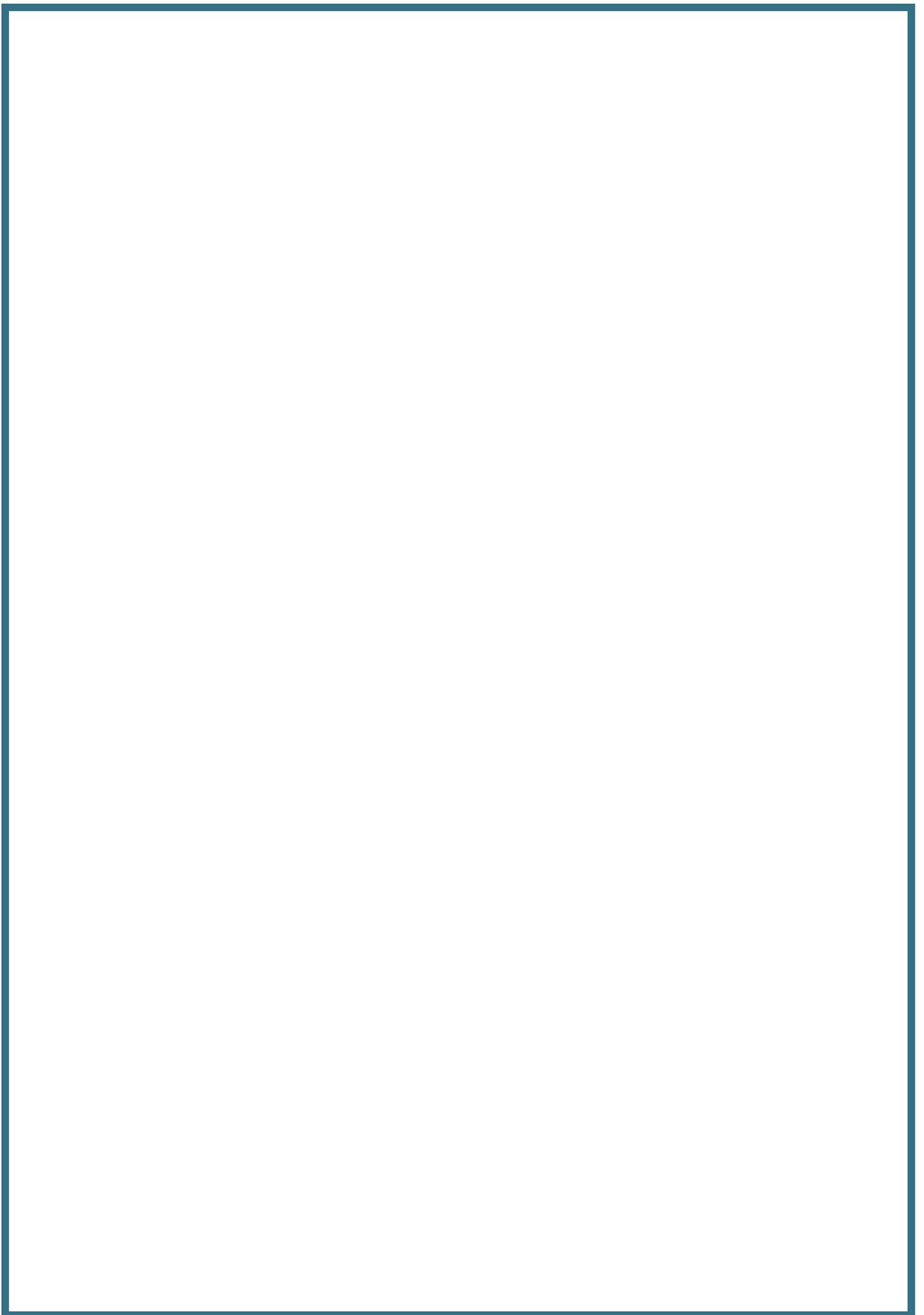


*Caring for Everyone, Learning
Together, Achievement for All*

This policy is based on the Christian principles, values and beliefs that underpin everything we do at Beetham Church of England Primary School.

Early Years Policy September 2021

Approved by	
Name:	John Lomax
Position:	Chair of Governors
Signed:	
Date:	01/09/2021
Review date:	01/09/2022



Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Aims](#)
4. [Learning and development](#)
5. [Inclusion](#)
6. [The learning environment and outdoor spaces](#)
7. [Assessment](#)
8. [Safeguarding and welfare](#)
9. [Mobile phones and devices](#)
10. [Health and safety](#)
11. [Staff taking medication or other substances](#)
12. [Staffing](#)
13. [Information and records](#)
14. [Parental involvement](#)
15. [Transition periods](#)
16. [Monitoring and review](#)

Statement of intent

At Beetham C of E School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

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

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018

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

- **DfE (2021)** 'Statutory framework for the early years foundation stage'
DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

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

- Behaviour Management and Anti-Bullying Policy
- (SEND) Policy
- Child Protection Policy and Procedures 2021/2022
- Allegations of Abuse Against Staff Policy
- Single Equality Policy
- Medical Conditions Policy
- Early Years Intimate Care Policy
- Health and Safety Policy
- Safer Recruitment Policy
- General Data Protection Regulator (GDPR) Privacy Notice for Pupils and Their Families Policy
- Complaints Policy
- Fire Evacuation Plan
- Staff Code of Conduct

2. Roles and responsibilities

2.1. The governing body 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 Policy and Procedures 2021/2022

2.2. The governing body 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.

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

- 2.4. The governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.6. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

3.1. Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

3.2. Four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

3.3. To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.

- Provides a safe and secure learning environment.

4. Learning and development

4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

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

4.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

4.4. The 'prime' areas of learning and development are:

- Communication and language
 - Listening, Attention and Understanding
 - Speaking
- Personal, social and emotional development

Self Regulation

- Managing Self
- Building Relationships

- Physical development

Gross motor Skills

Fine Motor Skills

-

4.5. The 'specific' areas of learning and development are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Number
 - Numerical Patterns
- Understanding the world
 - Past and present

- People, culture and communities

- The natural world

- Expressive arts and design

- Creating with materials

- Being imaginative and expressive

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

4.7. The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

4.8. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

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

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

4.11. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.

- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.

- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. Inclusion

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

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

5.3. The Single Equality Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

5.4. The (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

5.5. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

6. The learning environment and outdoor spaces

- 6.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 6.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- 6.3. There are two toilet facilities available to the EYFS, and there are hygienic changing resources located in the staff toilets containing a supply of towels and spare clothes. If needed, children are changed in the children's toilet with two members of staff present at all times.
- 6.4. Further information can be found in the Early Years Intimate Care Policy.

7. Assessment

- 7.1. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 7.2. Parents will be kept up-to-date with their child's progress and development, and the **EYFS lead** will address any learning and development needs in partnership with parents.
- 7.3. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 7.4. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

8. Safeguarding and welfare

- 8.1. All necessary steps are taken to keep the children in our care safe and well.
- 8.2. Any safeguarding or welfare issues will be dealt with in line with the Child Protection Policy and Procedures 2021, and all members of staff in the EYFS are required to read this policy as part of their induction training.
- 8.3. The Designated Safeguarding Lead (DSL) is Abi Johnson.
- 8.4. The deputy DSL is Louise Horsman
- 8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- 8.6. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- 8.7. The DSL and deputy DSL will undertake child protection training as required.
- 8.8. 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

- 9.1. Staff use school I-pads and cameras to take photos and videos of the children for their Learning Journeys, school books and to upload to 'Tapestry' (on line learning journal completed in collaboration with parents)
- 9.2. When on trips, staff may take school I-pads cameras off site to take photos/videos of the children for Tapestry and paper learning journeys.
- 9.3. The EYFS leader and Teaching Assistant are able to access Tapestry at home in order to assess and update Tapestry observations. This is a secure login for which only these staff have the passwords.

10. Health and safety

- 10.1. A first-aid box is located in the staffroom.
- 10.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 10.3. The school's Medical Conditions Policy outlines the procedures for administering medicines.
- 10.4. 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.
- 10.5. Accidents and injuries will be recorded in an accident book, located in the staffroom.
- 10.6. The school has a Fire Evacuation Plan in place.
- 10.7. Any food or drink provided to children is healthy, balanced and nutritious as set out in the Standards for School Food 2015.
- 10.8. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 10.9. Fresh drinking water is available at all times.
- 10.10. The Health and Safety Policy outlines the full health and safety policies and procedures.

11. Staffing

- 11.1. A Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 11.2. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.
- 11.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 11.4. All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
 - Identify solutions to address issues.
 - Receive coaching to improve their effectiveness.
- 11.5. The EYFS lead holds a QTS qualification alongside at least nine years' experience working in an early years setting. The other EYFS staff member holds a full and relevant level 4 qualification.
- 11.6. A qualified teacher will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and headteacher.
- 11.7. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 11.8. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- 11.9. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- 11.10. The school will organise PFA training to be renewed every three years.
- 11.11. The list of staff who hold PFA certificates can be found in the school entrance
- 11.12. 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'.
- 11.13. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.
- 11.14. 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.
 - At least one staff member holds a full and relevant level 4 qualification, and at least half of all other staff hold a full and relevant level 2 qualification. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

12. Information and records

- 12.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's General Data Protection Regulator (GDPR) Privacy Notice for Pupils and Their Families Policy.
- 12.2. 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

12.3. 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

12.4. The following information is made available to parents:

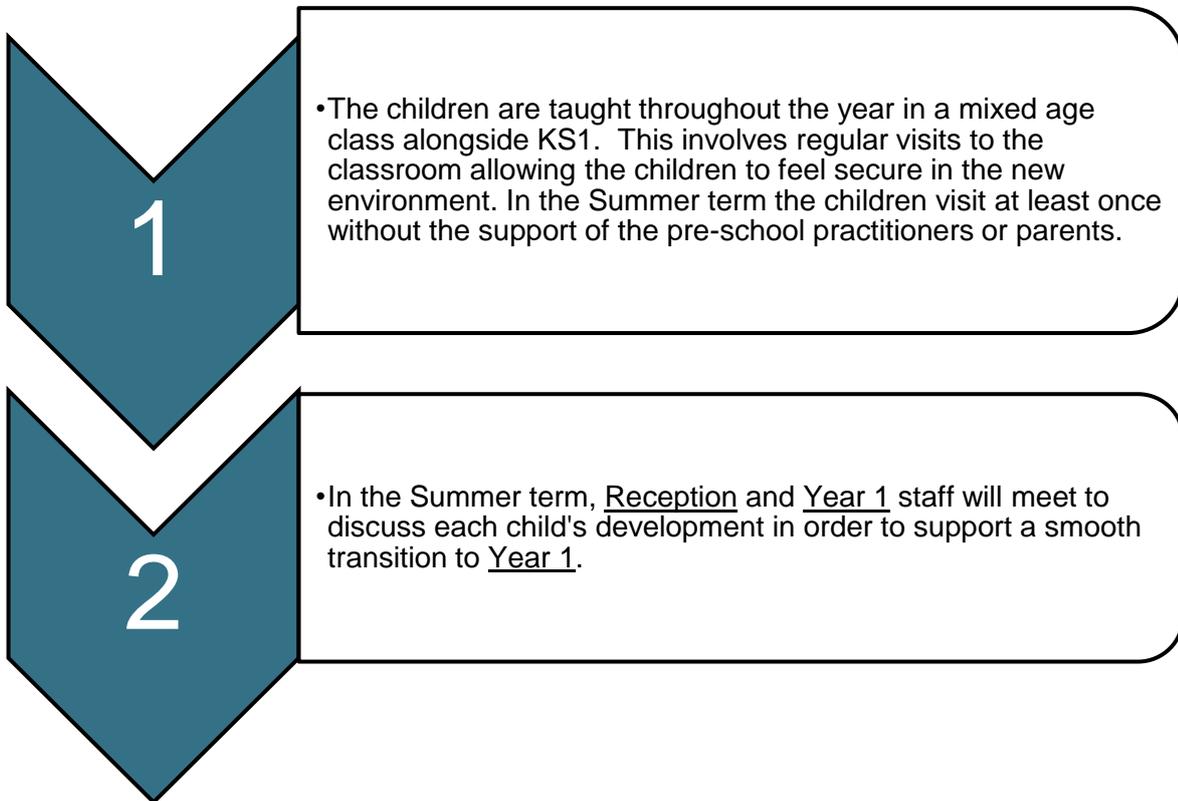
- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children

13. Parental involvement

- 13.1. We firmly believe that the EYFS cannot function without the enduring support of parents.
- 13.2. Parents are invited to parents' evenings twice a year; 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.
- 13.3. 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.
- 13.4. Parents are asked to complete a range of admission forms which provide the school with information needed for Scholarpack/ParentMail.
- 13.5. Weekly home learning activities are sent to parents via Tapestry and parents upload the activities completed with their children onto Tapestry.
- 13.6. A weekly whole school newsletter is sent to parents via Parentmail with information about upcoming activities for the following week.
- 13.7. A reading record is sent home daily in children's book bags for parents to record the reading they have done at home with their child.
- 13.8. Parents are invited to church services, the nativity and celebration assemblies

14. Transition periods

14.1. The following process is in place to ensure children's successful transition to Year 1:



15. Monitoring and review

- 15.1. This policy is reviewed annually by the governing body and the headteacher.
- 15.2. Any changes made to this policy will be communicated to all members of staff.
- 15.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.