

Bredenbury Primary School
EARLY YEARS FOUNDATION STAGE POLICY
January 2021

Signed and dated

Chair of Governors: *C Edwards 29.01.2021*

Headteacher:

STATUS: Statutory

INTRODUCTION

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.

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.

Originally written in:	June 2014
Consultation with Governors and Staff in:	October 2019
Consultation with parents in:	October 2019
Ratified by Governors on:	29.01.2021
To be reviewed by EYFS co-ordinator:	Annually January 2022
To be reviewed by Governors in:	January 2022

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THE EYFS SEEKS 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 individual child and are assessed and reviewed regularly;
- ✓ **partnership working** between practitioners and with parents and/or carers;
- ✓ **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and Safeguarding children and promoting their welfare.

The **learning and development requirements** cover:

- the ***areas of learning and development*** which must shape activities and experiences (***educational programmes***) for children in all early years settings;
- the ***early learning goals*** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- ***assessment arrangements*** for measuring progress (and requirements for reporting to parents and/or carers).
- The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare

OVERARCHING PRINCIPLES

Four guiding principles will shape practice in the early years settings.

These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

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2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
and
4. **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

SECTION 1 - THE LEARNING AND DEVELOPMENT
REQUIREMENTS

This section defines what the School must do, working in partnership with parents and/or carers, to promote the learning and development of all children in our care. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. We will guide the development of each and every child in our care with a view that s/he will complete the EYFS ready to benefit fully from the opportunities ahead of them.

The EYFS learning and development requirements comprise:

The seven areas of learning and development and the educational programmes (described below)

- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and

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- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

1. communication and language;
2. physical development; and
3. personal, social and emotional development.

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

The specific areas are:

4. literacy;
5. mathematics;
6. understanding the world; and
7. expressive arts and design

Educational programmes will involve activities and experiences for children, as follows:

- **Communication and language development** will involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

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- **Physical development** will involve providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** will involve helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy development** will involve encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** will involve providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** will involve guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** will involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In the EYFS the School will:

- consider the individual needs, interests, and stage of development of each child in this class

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- use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

When the children join us we expect they will be ready to focus on all areas of learning. If a child is causing concern with their development, the school will discuss this with the child's parents and/or carers and agree how to support the child.

For children whose home language is not English the EYFS will:

- take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home;
- ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1;
- assess children's skills in English when assessing communication, language and literacy skills

If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

- Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.
- Ongoing judgement will be made about the balance between activities led by children, and activities led or guided by adults.

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- We will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
- As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Planning and guiding children's activities:

In the EYFS we will take into account the ways that children learn and reflect these in our practice.

Three characteristics of effective teaching and learning are:

1. **playing and exploring** - children investigate and experience things, and 'have a go';
2. **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
3. **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Key Person

- The Key Person is the class teacher.
- The school will inform parents and/or carers of the name of the key person, and explain their role, when a child starts in the EYFS class.
- The key person will ensure that every child's learning and care is tailored to meet their individual needs.
- The key person will seek to engage and support parents and/or carers in guiding their child's development at home.
- They will also help families engage with more specialist support if appropriate.

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The early learning goals - The prime areas:

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

1. Communication and language

- **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

2. Physical development

- **Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

3. Personal, social and emotional development

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They

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are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

- **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The early learning goals - The specific areas:

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers

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and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent

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their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

SECTION 2 – ASSESSMENT

Assessment plays an important part in helping parents, carers and teaching staff to recognise children’s progress, understand their needs, and to plan activities and support.

- Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.
- In their interactions with children, teaching staff should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.

- Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development.
- Parents and/or carers should be kept up-to-date with their child’s progress and development.
- The EYFS teachers will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Assessment at the end of the EYFS – the Early Years

Foundation Stage Profile(EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child.

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- The Profile provides parents/carers, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.
- The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development will be assessed against the early learning goals (see Section 1).

- The EYFS teachers will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

This is the EYFS Profile.

The School will share the results of the Profile with parents and/or carers and the teacher who completed it will arrange a time to go through it with them. If a child moves to a new school during the academic year, we will send the assessment of the child's level of development against The Early Learning Goals to the relevant school.

The Profile will be completed for all children, including those with special educational needs or disabilities.

- Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. The school will consider whether they may need to seek specialist assistance to help with this.
- Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

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Information to be provided to the local authority:

The school will report EYFS Profile results to the local authority, upon request Local authorities are under a duty to return this data to the relevant Government department.

- The School must allow the Local Authority to enter their premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments.
- The School must take part in all reasonable moderation activities specified by their Local Authority and provide the Local Authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

SECTION 3 – THE SAFEGUARDING AND WELFARE
REQUIREMENTS

Child Protection and Safeguarding

Please refer to the School’s Child Protection and Safeguarding Policies

Paediatric first aid

At least one person who has a current Paediatric First Aid Certificate must be on the premises and available at all times when children are present, and must accompany children on educational visits. The Paediatric First Aid Training must be relevant for workers caring for young children.

The school must take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

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Premises

The premises and equipment must be organised in a way that meets the needs of children.

- The school must meet the required indoor space requirement of 2.3 square metres per child aged three to five.

The EYFS class must provide access to an outdoor play area.

- Outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).
- The school follows its legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

The school must provide adequate number of toilets and hand basins divided into facilities for boys and girls.

- The toilets are situated close to the EYFS teaching area.
- The School has a separate toilet/shower room for disabled children.

The Headteacher's office is an area where staff may talk to parents and/or carers confidentially.

- The school has a staff room and staff kitchen for staff to take breaks away from areas being used by children.

The school staff will only release children into the care of individuals who have been notified to us by the parent.

- The safety of the children under our care is of paramount importance.
- The School has published routines and procedures throughout the day to keep children safe.

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- Young children are kept within the eyesight of a member of staff and/or within a safe enclosed space.
- The school takes all reasonable steps to prevent unauthorised persons entering the premises.
- All visitors enter by the main entrance and are asked to fill in details on an identity badge and are required to keep it visible at all times.
- The teaching and office area are protected by a key pad entrance system. The code is changed regularly.

Bredenbury Primary School carries Public Liability Insurance.

Risk assessment

The school takes all reasonable steps to ensure staff and children in their care are not exposed to risks. Please read:

- The Health, Safety and Welfare Policy
 - Fire Emergency Policy
 - Child Protection Policy
 - Educational Visits Policy
 - Other policies also include sections on reducing risk
- The School produces written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors.
 - Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Educational Visits

Children must be kept safe whilst on educational visits.

Please refer to the School's Educational Visits and Activity Policy.

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- The school assesses the risks or hazards which may arise for the children, and will identify the steps to be taken to remove, minimise and manage those risks and hazards.
- The assessment will include consideration of adult to child ratios.
- The risk assessment does not necessarily need to be in writing; this is for teachers to judge.

Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.

Special educational needs

The school must have arrangements in place to support children with SEN or disabilities.

- Please read: the School's Special Educational Needs Policy – (this sets out how the school responds to the Special Educational Needs (SEN) Code of Practice) and the Accessibility Policy and Plan.
- The school has a member of staff to act as Special Educational Needs Co-ordinator (SENCO)

Information and records

The school needs to keep records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted) to:

- ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met;
- if requested, the school will incorporate parents and or carers comments into the records.

Records must be easily accessible and available.

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Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.

- The school is aware of its responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000. Please refer to the School Data Protection Policy and Freedom of Information Policy.

The School must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality

- Parents will be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.
- Records relating to individual children will be passed on if a child moves from the school.

Information about the child

The school must record the following information for each child in their care:

- Full name;
- date of birth;
- name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child);
- which parent(s) and/or carer(s) the child normally lives with; and
- emergency contact details for parents and/or carers.

Information for parents and carers

The school must make the following information available to parents and/or carers:

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- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information;
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home;
- how the setting supports children with special educational needs and disabilities;
- food and drinks provided for children;
- details of the school's policies and procedures (we can provide a paper copy on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting; and
- Staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

Complaints

The school has a written procedure for dealing with concerns and complaints from parents and/or carers.

- Please refer to the school's Complaints Policy.
- The Headteacher will keep a written record of any complaints received, and their outcome.
- The school must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to Ofsted on request.

The school must make available to parents and/or carers details about how to contact Ofsted if they believe the school is not meeting the EYFS requirements.

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- When the school is notified of an Ofsted inspection it will notify parents and/or carers.
- After an inspection by Ofsted, the school will supply a copy of the report to parents and/or carers of children attending on a regular basis.

Information about the School

The school must hold the following documentation:

- name, home address and telephone number of all staff;
- name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision;
- Register of the children attending the School and their hours of attendance.

MONITORING AND REVIEW

It is the responsibility of the EYFS staff to follow this policy.

There is a named Governor responsible for the EYFS. This Governor will regularly discuss EYFS practice with the EYFS team and provide feedback to the whole Governing Body, raising issues that require attention.

The Headteacher will carry out monitoring of the EYFS within the whole school monitoring cycle.

This policy will be monitored by the Governing Body.