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# **Twiss Green Community Primary School**

# **Early Years Foundation Stage (EYFS) Policy**

# **September 2022**

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| Date of Approval: |  |
| Signed: EYFS Lead |  |
| Signed: Chair of Governing Body |  |
| Signed: Headteacher |  |
| To be reviewed by: | September 2023 |

# 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
* The UK General Data Protection Regulation (UK GDPR)
* Data Protection Act 2018
* DfE (2021) ‘Statutory Framework for the Early Years Foundation Stage’
* DfE (2021) ‘Early Years Foundation Stage Profile: 2022 Handbook’
* DfE (2021) ‘Development Matters’
* DfE (2022) ‘Keeping Children Safe in Education 2022’
* 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:

* Early Years Assessment Policy
* Early Years Teaching and Learning Policy
* Child Protection and Safeguarding Policy
* Photography and Images Policy
* Allegations of Abuse Against Staff Policy
* Complaints Procedures Policy
* Pupil Equality, Equity, Diversity and Inclusion Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Online Safety Policy
* Administering Medication Policy
* Whole-school Food Policy
* Health and Safety Policy
* Fire Safety Policy
* Staff Drug and Alcohol Policy
* Safer Recruitment Policy
* Data Protection Policy

**This policy operates in conjunction with curriculum overviews set out by subject leaders at Twiss Green Community Primary School.**

# Roles and responsibilities

The governing boardwill be 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 Child Protection and Safeguarding Policy and Photography and Images 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 Allegations of Abuse Against Staff 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 Procedures Policy.

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

Staff, including teachers, support staff, supply staff and volunteers, will be responsible for:

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

# Aims

Through the implementation of this policy, we will 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 will 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 will:

* Provide a balanced curriculum which takes children’s different stages of development into account.
* Promote equality of opportunity and anti-discriminatory practice.
* Work in partnership with parents.
* Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
* Assign each child with a key person to ensure that each child’s learning and care is tailored to meet their individual needs.
* Provide a safe and secure learning environment.

# Learning and development

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

The EYFS provision and practice will be based on an observation of children’s needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

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, use what they know in their play and are willing to try new 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 use what they already know to learn new things, 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, will be set out in the school’s Early Years Teaching and Learning Policy.

# 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 leadwill address any learning and development needs in partnership with parents.

Ongoing formative assessments will be 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 Reception unit 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 will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children’s level of development; however, they will keep evidence across the curriculum in children’s workbooks in order to use for assessments and to monitor children’s progress in line with Y1-Y6 across the school.

The school will report 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.

Children’s progress will be discussed with parents at regular intervals, through parent’s evenings and end of year school reports.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS leadwill 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 will take 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 leadwill contact the child’s parents to establish their home language skills to establish whether there is cause for concern about a language delay.

# Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy will ensure 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 will be planned in order to meet the needs of the individual child and support them at their own pace.

# The learning environment and outdoor spaces

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

Children will have access to a safe and engaging classroom in addition to an enclosed canopy indoor/outdoor environment, and daily access to this environment is planned, unless circumstances, such as the weather, would make use of this area inappropriate and unsafe.

There is one main area oftoilet facilities available to the EYFS, and there will be hygienic changing facilities located near the EYFS toilets containing a supply of towels and spare clothes. Nappy changing facilities are also available in this area and the toileting area will be closed during this time in order to maintain privacy for any children who require intimate care.

Any child who attends school not yet able to use the toilet independently, will have an intimate care plan created which will be agreed and signed by their parents/carers.

# Safeguarding and welfare

All necessary steps will be 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.

The DSL’s are Natalie Hughes, Lynsey Kelly and Susan Puckey.

# Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to two parents’ evenings throughout the year, as well as receive an end of year report. Additionally, parents will be invited into school at various points in the year to support their child with their learning. We will always work hard to ensure parents are given adequate notice if they wish to attend. Importantly, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

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

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

# Transition periods

The following process will be in place to ensure children’s successful start to their Reception year:

* The class teacher will visit or make a phone call to each child’s nursery setting before they start school in order to gather information and begin the process of building a relationship with each child before they enter Reception.
* Parents will be invited to a Reception Welcome Meeting where they will be given information about school and meet the class team.
* Children will start school on a part-time timetable for a number of days in September in order to ensure a settled and happy transition into their new classroom setting.

The following processes will be in place to ensure children’s transition into Year 1 from Reception is successful.

* During the Summer term, children will be introduced to their new year 1 class teacher, they will spend time visiting the Reception classroom and becoming a familiar face to the children.
* Children will have a ‘Moving up’ morning where they spend a morning in their new classroom with their new class teacher to get to know each other and explore their new environment.
* In the Summer term, Reception and Year 1 staff will meet to discuss each child’s development, needs and successful ways to support each child in order to support a smooth transition to Year 1.

# Monitoring and review

This policy will be reviewed annually by the EYFS Lead, Governing board and the Headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is September 2023.