

Keevil C of E Academy

Early Years Foundation Stage Policy

“Always treat others
as you would like to be treated”
Matthew 7:12.

Written by: E. Robinson

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At Keevil C of E Academy, we want all our children to grow and flourish during their time with us, and in the Early Years Foundation Stage (EYFS) they take that first step with us. We aim to make it fun, exciting and supportive so they are able to continue their school journey with confidence and a love of learning. The purpose of this Early Years Foundation Stage (EYFS) policy is to set out the ways in which the school's provision supports pupils in their EYFS education in conjunction with DFE guidance and legislation to prepare them for their successful learning journey at Keevil School.

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning 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.
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is primarily based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#). It also has due regard to statutory legislation, including , but not limited to, the following:

- Childcare Act 2008
- The safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018
- 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:

- Behaviour Policy
- Anti-Bullying Policy
- SEND policy
- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Health and Safety Policy
- Intimate Care Policy
- First Aid Policy
- Data Protection Policies
- Complaints Procedure

3. Structure of the EYFS

Our reception children start full time school in September, during the academic year in which they are 5 years old. The classroom is organised in such a way that children can explore in a safe environment and is planned to provide planned, stimulation learning experiences for the children to independently explore. We make every effort to ensure it is accessible for the needs of all our students.

Children have access to an enclosed outdoor play area, and is used daily as an extension to the indoor learning environment, our covered area allows us to use this facility regardless of the weather unless circumstances, such as extreme weather, would make outdoor activity inappropriate and unsafe.

The classroom and outside area are checked and assessed daily for potential risks and action taken accordingly within school and trust guidelines.

4. Curriculum

We have created a curriculum that follows the development matters as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas of learning and development are:	The specific areas of learning and development are:
<ul style="list-style-type: none"> ▶ Communication and language <ul style="list-style-type: none"> ▶ <i>Listening and attention</i> ▶ <i>Speaking</i> ▶ Physical development <ul style="list-style-type: none"> ▶ <i>Gross Motor Skills</i> ▶ <i>Fine Motor Skills</i> ▶ Personal, social and emotional development <ul style="list-style-type: none"> ▶ <i>Self-Regulation</i> ▶ <i>Managing Self</i> ▶ <i>Building Relationships</i> 	<ul style="list-style-type: none"> ▶ Literacy <ul style="list-style-type: none"> ▶ <i>Comprehension</i> ▶ <i>Word Reading</i> ▶ <i>Writing</i> ▶ Mathematics <ul style="list-style-type: none"> ▶ <i>Numbers</i> ▶ <i>Numerical Patterns</i> ▶ Understanding the world <ul style="list-style-type: none"> ▶ <i>Past and Present</i> ▶ <i>People, culture and communities</i> ▶ <i>The Natural World</i> ▶ Expressive arts and design <ul style="list-style-type: none"> ▶ <i>Creating with Materials</i> ▶ <i>Being imaginative</i>

4.1 Planning

Activities and experiences are planned for children that enable them to develop and learn effectively, within a challenging and enjoyable environment. In order to do this, we focus strongly on the 3 prime areas in the first terms and endeavour to consider the individual needs, interests, and stage of development of each child in our care. Activities are planned with regard to three characteristics of effective teaching and learning in EYFS:

- ▶ **Playing and Exploring**
 - ▶ *children investigating and experience things*
- ▶ **Active Learning**
 - ▶ *children concentrate, keep trying if they encounter difficulties and enjoy achievements.*
- ▶ **Creative and Thinking Critically**
 - ▶ *children have and develop their own ideas, make links between ideas, and develop strategies for doing things.*

In planning and guiding children’s activities, staff reflect on the different ways that children learn and include these in their practice. We aim to foster a love of reading and use a variety and range of texts and literature to support children’s learning reception. We choose books carefully to support the children’s ages and stages of development, engage their interests, promote conversation and imaginative play.

Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered. Medium term plans set the learning intentions for the half term and cover all areas of learning.

Little Wandle Letters and Sounds Phonics Lessons are delivered daily and starts a strong early reading programme that continues into year 1 and beyond through the school. We teach daily NCETM Mastering Number sessions. Weekly Jigsaw PHSE sessions are used to support a balanced Personal, Social and Emotional Development curriculum. Weekly R.E lessons are taught using Discovery RE and Understanding Christianity. NELI and BLAST sessions support children’s early communication skills and both interventions are delivered when needs are identified.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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 gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Children experience a wide range of activities through weekly music, PE lessons, PSED lessons (using JIGSAW programme) and weekly expressive art and design activities guided by Kapow units. These introduce skills that are built upon through the rest of the school. In the Summer terms we include blocks of weekly gymnastics and Swimming sessions and Forest School sessions where the work with their year 6 buddies.

5. Assessment

At Keevil C of E Academy ongoing assessment is an integral part of the learning and development processes. The Reception Baseline Assessment (RBA) is completed in the first 6 weeks of starting school and used in combination with staff observations used to identify their initial level of achievement. We model play and engage in their child led learning to identify individual interests and learning styles and use our teaching knowledge to extend them. These observations are used to shape future planning.

Alongside observations of children in their play we complete phonics (Little Wandle Letters and Sounds) assessments every 6 weeks and assess against the ELG’s every other term. Every child has a ‘topic book’ where ‘wow’ moments from their independent learning are recorded. This is usually through photographs of practical activities and photos are annotated, where necessary, to give an overall picture of the children’s learning and development. They have a phonics, maths, RE and Music book where specific learning points from teacher led activities are recorded for assessment purposes. A class ‘Floor book’ records shared class

experiences and supports the children to reflect on their learning processes and foster metacognitive skills. We use regular retrieval practice activities to help reinforce learning and improve long-term retention needed for learning throughout the school.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- ▶ **Meeting expected levels of development ('Expected')**
- ▶ **Not yet reaching expected levels ('Emerging')**

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other Acorn schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

Assessment procedures are set out in full in the school's Assessment policy.

6. Information, Records and Use of photos.

Information is stored in line with the GDPR and data protection Act 2018 and with regard to the school's data protection policy. Where learning is recorded using photos we follow all guidelines addressed in the school photography policy.

7. Inclusion

The school takes all reasonable steps to provide opportunities for all children and we are committed to provide children with quality teaching and learning at Keevil CofE Academy. The equal opportunities policy ensures the needs of all children are met, regardless of any protected characteristics they have.

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, then 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.

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

We consider the individual needs, interests, and stage of development of each child in our care, and where a child may have a special educational need or disability, the schools 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.

8. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We use Class Dojo to update families of class activities and post reminders and ideas for support at home.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned the teacher as their key person who helps to ensure that their learning and care is tailored to meet their needs. We supports parents and/or carers in guiding their child's development at home and help families to engage with more specialist support, if appropriate.

Parents meeting are held regularly, the first as they start school to support their initial transition from home or Nursery. There are further meetings in the autumn and springs terms to discuss progress and achievements, which continues as the move through the school.

In the summer term parents receive a written report to summarise the child's achievements against the ELGs and time is given for this to be shared with the year 1 teacher to ensure a smooth transition into KS1.

7. Safeguarding and welfare procedures

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issue will be dealt with in line with the CP and safeguarding policy and all members of the EYFS staff are required to read this as part of their induction training.

- ▶ **The DSL is Mrs L Hermon**
- ▶ **The DDSL is Mr A McCaldon and Mrs M O'Brien**

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 DDSL 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.

We promote heathy lifestyles and insure the children understand the importance of personal hygiene, being active and making healthy choices. We encourage the children to bring water bottles and a snack of fruit or vegetables and provide daily fruit and Milk through government funded schemes.

There are toilet facilities and hygienic changing facilities located close to the classroom and we maintain a supply of spare clothes.

8. Health and Safety

A first aid box is located in the Reception classroom on the shelf above the sink. Each classroom has a first aid box and one is in the corridor for access during play times. Children with allergies or medical conditions are clearly displayed with the first aid kit and the staff room with directions of implications of care within the classroom.

Where children need regular medications in school (asthma pump, eczema cream) it is kept with the first aid kit in a secured box, clearly labelled with directions. Any medication given is recorded in class, in the office and reported to parents. Medication dates are checked before use and regularly checked.

For other medication parent/carers need to complete a [Consent for School Administration of Medication form](#).

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.

Accident and injuries will be recorded on an accident form, located in playground first aid kit.

The head teacher will report any serious accident, illness, injury or death of a child whilst in the schools 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.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the whole school food policy. Fresh drinking water is available at all times. Information about dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

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

Smoking is not allowed on the school premises.

The schools' Health and Safety policy outlines full health and safety policies and procedures.

9. Roles, Responsibilities and Monitoring arrangements

Acorn Education Trust have 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 schools safeguarding policy and photograph policy.

The Academy council are responsible 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 schools Allegations of Abuse against staff Policy.

The Academy council has responsibility for the implementation of this policy.

The Academy council has responsibility for ensuring this policy does not discriminate on any grounds, including but not limited to ethnicity, culture, religion, gender, disability or sexual orientation.

The Academy council has responsibility for handling complaints regarding this policy, as outlined in the school's complaints Policy.

The EYFS lead and Head teacher have 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 issue of concern in children.

This policy will be reviewed and approved by the Head teacher every year.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See first aid policy
Administering medicines	See Consent form for administering medicine
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy