

Early Years Foundation Stage (*EYFS*) Policy

collaboration
aspiration
imagination
individuality

Spontaneously creativity
St Matthias
St John the Baptist
St James

St John
Springfield
Morningside
Holy Trinity

PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

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Early Years Foundation Stage (EYFS)

“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.” (DFE 2012)

Early childhood is the foundation on which children build the rest of their lives. Within the Primary Advantage Federation, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS includes all children from birth to five years of age.

This policy outlines the philosophy, aims and principles of early years teaching and learning in the Early Years Foundation Stage. The document underpins practice in all areas of provision.

Responsibility and other policies

The Head Teacher is responsible for ensuring that the Early Years Foundation Stage (EYFS) is in line with the [EYFS statutory framework](#).

This policy should read in conjunction with the following policies:

- Child Protection & Safeguarding Policy
- Pupil Discipline
- Medicines and Pupils with Medical Needs
- Health & Safety Policy
- School Complaints Policy
- Equalities Policy

Principles

The Statutory Framework of the EYFS is based on four guiding principles:

- 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 practitioners, parents and/or carers and relevant outside agencies.
- Children **develop and learn in different ways and at different rates**

Learning and Development

There are seven areas of learning and development; three prime areas and four specific areas.

Prime:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific:

- Mathematics (M)
- Literacy (L)
- Understanding of the World (UW)
- Express Arts and Design (EXAD)

We believe that once children are secure in the prime areas of learning they are better prepared to access the specific areas. However, all areas are equally important to ensure the development of the 'whole child'. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child initiated activities.

Needs work too wordy but now doesn't make sense.

Observation, Assessment and Planning

- Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice. This is always informed by observations that have been made of the children in order to understand and consider their current interests, development and learning needs.
- All practitioners who work across the EYFS are involved in making observations of children's' new learning.
- The planning within the EYFS is based around children's interests and development needs. Planning used by the EYFS team is a guide for weekly planning; however these may be altered in response to the needs (achievements and interests) of children.
- As part of our daily practice we observe and assess children's development and learning to form our future plans. We record our observations in a variety of ways. Significant observations of children's achievements are collated in their own personal learning journey, which is shared with parents. Parents/Carers are invited to attend a parents evening at different points in the year and reports are written once a year.

Progress check at two years:

When a child is aged between two and three, practitioners will review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or a special educational need or disability is identified, practitioners will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals as appropriate.

End of Reception Year:

Within the final term of Reception, parents are provided with a report based on their child's development against each of the **Early Learning Goals and the characteristics of their learning**. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Learning through play

"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." ("Early Years Foundation Stage", DFE, 2012)

In our schools we support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved and modelling by example.

Home/School Links

We recognise that parents/carers are the child's first and most important educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining the school's expectations to parents/guardians during the new parents' workshops, school visits, home visits, written information (welcome booklets and/application forms)
- We hold further curriculum workshops to guide parents in supporting their child's learning at home.
- Holding parent/carer class visits/stay and play sessions
- Discussing children's individual targets with parents/carers parents' at several points through the year

Staffing and Organisation

Within our schools our staffing ratios are in line with the EYFS statutory guidelines. We expect the teacher (or equivalent) to be working with children for the vast majority of the time. Where they need to be absent for short periods of time, we will need to ensure that quality and safety is maintained.

➤ For children aged **under two** :

There must be at least one member of staff for every three children;

At least one member of staff must hold a full and relevant level 3 qualification, and must be suitably experienced in working with children under two; at least half of all other staff must hold a full and relevant level 2 qualification; at least half of all staff must have received training that specifically addresses the care of babies; and where there is an under two-year-olds' room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.

➤ For children aged **two years**:

There must be at least one member of staff for every four children;

At least one member of staff must hold a full and relevant level 3 qualification; and at least half of all other staff must hold a full and relevant level 2 qualification

➤ For children aged **three and over**:

There must be at least one member of staff for every 13 children;

At least one member of staff must be a school teacher

At least one other member of staff must hold a full and relevant level 3 qualification

➤ For children in **Reception classes**:

The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher while an ordinary teaching session is conducted.

Key Person:

All children in the EYFS will be allocated a key person

A key person is a member of staff who has special responsibility for the education and welfare of a particular group of children during their time within our settings.

The key person will prioritise developing a secure trusting relationship with individually with their key children and their parents.

First Aider:

At least one person who holds a current paediatric first aid certificate is on the premises and available at all times when children are present, and (as designated by the EYFS framework) will accompany children on outings.

School Trips:

Staffing on trips reflects our schools' internal procedures. All trips will have at least the above ratios as a minimum but where possible will have a ratio of adults to children of 1:4 for 3 and 4 year olds and a ratio of 1:2 for 2 year olds and under.

This might include parents and carers who will be under the supervision of the class teacher or room leader and must include a staff member with a current paediatric first aid certificate.

Safety:

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Inclusion

We value all our children as individuals at Early Years Foundation Stage, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Transitions:

- Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders.
- Children attend introductory sessions to before starting to develop familiarity with the setting and practitioners. Children will require different support at different stages during the settling process. Parents may be required to spend several sessions in our settings. Each class and age group will share these expectations with parents, where possible before a place is accepted. Staggered starts and reduced sessions also contribute to our practise of supporting children to make secure starts.
- In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Healthy Living

- We ensure fruit and water is available to children on a daily basis
- We provide children with meals and snacks that are healthy, appetizing and that meet their nutritional needs. Where appropriate a weekly menu is on display.
- For children less than 3 years of age we ensure parents/carers are informed each day of what food and what amounts their child has eaten.
- We share our healthy eating practises with parents and carers before they start at our schools.

Premises

- Our classrooms will be organised in a way that meets the needs of the children.
- Space requirements:
 - Children under two years: 3.5m² per child
 - Two year olds: 2.5m² per child
 - Children aged three to five years 2.3m² per child
- We provide access to an outdoor play area on a daily basis
- Rest spaces are provided for children under 3. With a separate space for children under 2.

Health and Intimate Care

Please also refer to the Medicines and Pupils with Medical Policies

Accidents:

- A first aid box accessible at all times with appropriate content for use with children.
- We keep a written record of accidents or injuries and first aid treatment.
- We will inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

Intimate care:

- All children entering school will be at different stages of their toileting. Some children and young people will take time to achieve full independence in personal care or managing and controlling their bladder and bowel actions, others may require special arrangements for the rest of their lives. Where this is the case medical advice will be sought.
- Children and families should not be excluded because they have personal care needs, for example having occasional wetting 'accidents' or needing ongoing support with their personal care needs.

Intimate or personal care can be defined as:

- Hands-on physical care in areas of personal hygiene in the physical presence of others or observation during such activities. This includes:
 - Body bathing (including showering) other than to arms, face and legs below the knee
 - Toileting, wiping and care in the genital and anal areas
 - Incontinence care
 - Placement, removal and changing of incontinence pads
 - Dressing and undressing
 - Application of medical treatment other than to arms, face and legs below the knee
 - The safe disposal waste into appropriate bins
 - Sunscreen being applied (with agreement from parents/carers)
-

Where a child is known to have personal care needs then a multi-agency meeting should be held before they begin attending the setting

This information will be discussed with the parent/carer at the home visit. The parents/ carers often feel very anxious about issues of personal care and should be reassured that this will in no way affect their admission or access into the setting.

Therefore we believe that children are entitled to:

- Be involved in the planning of their own health care needs whenever possible
- Establish a routine individually related to their needs and age, e.g. time, place procedure
- Be consulted about their child's personal care, to ensure that it is sensitive to the families culture and reflects their child's needs
- The reassurance that children will, whenever possible receive personal care from the staff (i.e. key person) that know him/her best
- Support in managing toilet training

To support this we will:

- Work closely with children and parents/carers to ensure a consistent approach and relevant sharing of information
- Take 'reasonable steps' to support any pupil with a disability
- Treat children needing assistance with personal care with respect, dignity and sensitivity at all times, ensuring privacy is always maintained
- Review our care plans and protocols regularly to ensure they meet changing needs
- Ensure all staff will support pupils with personal care needs
- Facilitate effective hand washing routines in your children
- Ensure all staff are coherent in hygiene routines
- Ensure children are never left in wet or soiled clothing
- Ensure if accidents happen they should be dealt with in a calm, sympathetic manner
- Ensure any spillages will be dealt with promptly ensuring good practice and personal hygiene
- Provide suitable storage space for personal hygiene items
- Consider individual personal care needs when planning any trips or journeys
- Ensure staff have the appropriate equipment i.e. aprons, changing mats, gloves
- Use reminders and requests to encourage children to use the toilet, including using; signs, picture or special words are helpful
- Encourage independence in all children
- Inform parents of bowel movements/changing that has occurred each day

We ask parents/carers to:

- Supply a change of clothes and arrangements for dealing with wet or soiled clothing
- Dress children in clothes with Velcro fastenings or clothes that are easy to manage
- Provide nappies and wipes upon entry into the setting
- Parents/Carers with children who use non disposable nappies at Preschool must ensure that they provide adequate disposable equipment for the nappies to be stored in. We define adequate as follows: seal tight container.
- All staff are aware of cross-contamination and their duty to protect children against risk. They have been trained to promote high standards of hygiene and ensure that they are maintained at all time, for all children.
- The essential routine will include the wearing of gloves, cleaning of the changing area and safe disposal of soiled items

Policy written	April 2016
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Review date	April 2019

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

The Federated Governing Body has reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, adopted in September 2013

