



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

EYFS Policy

Our Mission Statement at Roe Lee Park Primary School is

'Children, parents, governors and all staff to work together to ensure that everyone fulfils their potential and enjoys a rewarding experience'.

The Statutory Framework for the Early Years Foundation Stage DfE 2021 states that:

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in it's own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose an early years setting they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

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.

Legal Framework

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

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018
- 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 'The Prevent Duty'

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

- Supervision Policy
- Behaviour Policy
 - Assessment Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Drug and Alcohol Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Complaints Procedures Policy

Roles and responsibilities

Mrs Lindsey Gibbons (EYFS lead) in conjunction with Mrs Gillian Wilton (Headteacher), has 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 issues of concern in children.

Teaching and Learning

We aim to deliver the curriculum through the four key principles of the EYFS Framework:

1. A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and a variety of rewards, to encourage children to develop a positive attitude to learning.

2. Positive Relationships

Children learn to be strong independent through positive relationships. We place great emphasis on the importance of parents as partners and, to this end, strive to establish caring, respectful, professional relationships with our children and their families. We understand that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this by:

- Talking to parents about their child before their child starts in our school and nursery.
- Reception staff visit children in their Nursery setting during the term before they start school.
- Inviting all new reception and nursery parents to an induction meeting during the term before their child starts school.
- Inviting all new nursery parents and children to open days during the term before their child is due to start.
- Inviting all parents to a private meeting with their child's key worker so they can express any concerns or worries that they or their children may have.
- Giving all the children the opportunity to spend time with the staff and the other children before starting school.
- Offering parents regular opportunities to talk about their child's progress and allowing open access to their child's 'Learning Journal' files.
- Using Class Dojo to share photos, events, newsletters and make regular correspond with individual families. Class Dojo is also to provide home learning when appropriate.

Parents receive targets for their child through the year and a written report on their child's attainment and progress at the end of each school year, we also encourage parents to attend activities and events throughout the year that encourages collaboration between child, school and parents; e.g. open days, sports days, phonics sessions, etc... All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. All children are allocated a key worker on their entry to school or nursery.

3. Enabling Environments

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 practitioners and parents and/or carers. The environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Planning within the EYFS follows a topic based around themes. These plans are used by the EYFS staff as a guide for weekly planning, however the staff may alter these medium-term plans in response to the needs (achievements and interests) of the children.

We make regular assessments of children's learning and we use next steps when appropriate. These are used to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. We use our assessment tool to track the children's learning and development. The data is analysed termly and this is used to highlight key areas for future development for both individual children and groups.

Physical Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS classes have their own outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

4. Learning and Development

Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities. At Roe Lee, we offer a fully inclusive environment to support the learning and development all children regardless of ability, background or need. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Styles

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this should inform teaching.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication; The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents.
- The positive relationships between our school and the settings that our children experience prior to joining our school.

Areas of Learning

The EYFS is made up of seven areas of learning which in turn are divided into:

Prime areas:

- Personal, Social and Emotional Development

- Communication and Language
- Physical Development

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The Characteristics of Effective Learning

We place great emphasis on developing the characteristics of effective learning not just in the Early Years but as children progress through Key Stage 1 and 2. Our curriculum is designed to capture children's interest, develop positive learning behaviours and provide them with the cultural capital to succeed in life. To this end, we promote the importance of the following key characteristics of effective learning:

1. Playing and Exploring

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

2. Active Learning

Learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

3. Creative and Critical Thinking

Children are given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are encouraged to explore the environment to extend and develop learning. Adults support in this process by enhancing their ability to think critically and ask questions.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities.

All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In our EYFS provision, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
 - Using a wide range of teaching strategies based on children's learning needs.
 - Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
 - Providing a safe and supportive learning environment in which the contribution of all children is valued.
 - Using resources which reflect diversity and are free from discrimination and stereotyping.
 - Monitoring children's progress and taking action to provide support as necessary.
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- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
 - Ensure that the premises, furniture and equipment is safe and suitable for purpose;
 - Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
 - Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children. We endeavour to meet all these requirements.

Health and Well-being

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being. We promote healthy snacks and offer foods from different cultures to develop their taste preferences. Activities relating to the food cycle are interwoven in planning e.g. planting seeds, gathering, preparing and eating. We ensure that children can rest during the day and have designated quiet areas where children can relax alongside space for vigorous free movements.

British Values

As part of our curriculum, we encourage the children to make decisions and listen to others viewpoints, we teach about rules and why we need to have these, we also encourage the children to develop a positive sense of themselves as well as developing a sense of others and valuing others' beliefs and life styles.

Equal opportunities

All pupils will have equal access to the entire EYFS curriculum.

- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- Roe Lee Park Primary School aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities and key questioning.

Keeping Safe

It is important to us that all children in the school are safe. We educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children (See school Safeguarding & Child Protection Policy).

Welfare

At Roe Lee Park, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

Mobile phones and devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Use of mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present.

- Staff may use mobile phones on school premises outside of working hours when no children are present.
- Staff may use mobile phones in the staffroom during breaks and non-contact time.
- Mobile phones should be safely stored and in silent mode whilst children are present.
- Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present.

- Mobile phones must not be used to take images or videos at any time during trips. Staff who do not adhere to this policy will face disciplinary action.
- Staff may use their professional judgement in emergency situations.
- Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Use of mobile phones by parents, visitors and contractors

- Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.
- Parents may take photographs and videos only containing their own child during school events.
- Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.
- The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media
- Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

- Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- School devices must have passcode protection.
- School devices must only be used for work related matters.
- School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.
- Staff must not take photographs of bruising or injuries for child protection reasons.
- Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.
- School devices must not be taken off school premises without prior written permission from the headteacher.
- Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

14. Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly. Any medication used by staff is securely stored in the school office.

15. Staffing

A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable. 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. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience. All EYFS staff hold a full and relevant level 2 qualification or above.

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.

First aid training

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.

Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.

All newly qualified staff with a level 2 or 3 qualification will be PFA trained.

The school will organise PFA training to be renewed every three years.

The list of staff who hold PFA certificates can be found in the school entrance.

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'.

The school adopts the following staffing ratios:

- For children in Reception classes, class sizes will be limited to 30 children per school teacher.
- In nursery, a ratio of 1:13 will apply with a qualified teacher present.
- Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Key person arrangements

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of

whom their child's key person is and will explain the role of the key person when their child begins attending the school.

Information and records

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy. 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 guardian

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

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
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

Monitoring and review

This policy is reviewed annually by the 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 are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

Policy written by: Gillian Wilton (Headteacher) & Lindsey Gibbons (EYFS lead)

Reviewed: February 2023

Next review: February 2025