



Great Sampford Primary School

Early Years Policy

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Statement of intent

At Great Sampford Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

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 believe that every child deserves the best possible start in life. We aim to make a significant contribution to that start by helping young children to develop a love for learning which they will carry with them through life. It is their right to be safe, healthy and happy and the welfare of the children is central to our provision of care, learning and play. 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.

1. Legal framework

- 1.1. 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
- 1.2. This policy has due regard to statutory guidance including, but not limited to, the following:
 - DfE (2021) 'Statutory framework for the early years foundation stage'
 - DfE (2022) 'Keeping children safe in education'
 - DfE (2018) 'Working together to safeguard children'
 - DfE (2015) 'The prevent duty'
- 1.3. This policy is intended to be used in conjunction with the following school policies:
 - Child Protection and Safeguarding Policy
 - Allegations of Abuse Against Staff Policy
 - Administering Medication Policy
 - Health and Safety Policy
 - Data Protection Policy
 - Complaints Procedures Policy

2. Roles and responsibilities

- 2.1. The governing board has 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 school's Child Protection and Safeguarding Policy.
- 2.2. The Great Sampford Primary, governing board has the overall responsibility 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 school's Allegations of Abuse Against Staff Policy.
- 2.3. The Great Sampford Primary, governing board has the overall responsibility for the implementation of this policy.
- 2.4. The Great Sampford Primary, governing board has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The Great Sampford Primary, governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

2.8. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

3.1. Through the implementation of this policy, we 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.

3.2. Four guiding principles shape 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

3.3. To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

4. Learning and development

4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

4.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

4.4. The 'prime' areas of learning and development are:

- Communication and language
 - Listening, Attention and Understanding
 - Speaking

- Personal, social and emotional development
 - Self-Regulation
 - Managing Self
 - Building Relationships
- Physical development
 - Gross Motor Skills
 - Fine Motor Skills

4.5. 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

4.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

4.7. The EYFS lead, will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

4.8. The school takes 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 a child is found to not have a strong grasp on English, the 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.

4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

4.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

4.11. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring - children investigate and experience 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 develop strategies for doing things.

5. Inclusion

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

5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

5.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

5.4. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

6. The learning environment and outdoor spaces

6.1. The EYFS settings are organised in such a way that children can explore and learn in a safe environment.

6.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

6.3. There is a toilet in the EYFS setting, and a supply of towels, wipes and spare clothes if needed.

7. Assessment

7.1. 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.

7.2. Parents will be kept up-to-date with their child's progress and development via Tapestry. Parent's evenings are held for pupils in Reception in line with the school's Teaching and Learning policy.

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

7.4 All children will take part in The Reception Baseline Assessment (RBA), which is a short assessment, taken in the first six weeks in which a child starts reception.

7.5 In the summer term, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile will reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

7.6 Each child's level of development will be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is called the child's EYFS Profile.

7.7 The Year 1 teacher will be given a copy of the children's EYFS Profile and there will be a discussion between the reception and year 1 teacher about each child's stage of development and learning needs and assist with the planning of activities in year 1.

7.8 Great Sampford will share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it.

8. Safeguarding and welfare

8.1. All necessary steps are taken to keep the children in our care safe and well.

8.2. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

8.3. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

8.4. The deputy DSLs will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.

8.5. The DSL and deputy DSLs will undertake child protection training as required.

8.6. 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

9. Mobile phones and devices

9.1. 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.

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

9.3. Staff may use mobile phones on school premises outside of working hours when no children are present.

9.4. Staff may use mobile phones in the staffroom during breaks and non-contact time.

9.5. Mobile phones should be safely stored and in silent mode whilst children are present.

9.6. 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.

9.7. Staff who do not adhere to this policy will face disciplinary action.

9.8. Staff may use their professional judgement in emergency situations.

9.9. 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.

9.10. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.

9.11. Parents may take photographs and videos only containing their own child during school events.

9.12. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

9.13. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media

9.14. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

9.15. School devices must have passcode protection.

9.16. School devices must only be used for work related matters and not be taken off site without the Headteacher's prior knowledge.

10. Health and safety

10.1. A first-aid kit is located in the EYFS classroom.

10.2. The class teacher 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.

10.3. Accidents and injuries will be recorded in an accident book, located in the school office / staffroom.

10.4. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

10.5. Fresh drinking water is available at all times.

10.6. Smoking is not permitted on the school premises.

10.7. The Health and Safety Policy outlines the full health and safety policies and procedures.

11. Staffing

11.1. A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

11.2. 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.

11.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

11.4. 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.

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

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

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

11.8. 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'.

11.9. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

12. Information and records

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

12.2. 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 carer

13. Parental involvement

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

14.2. Parents are invited to an Autumn and Spring term parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

14.3. The headteacher's office will be utilised for confidential discussions between staff and parents.

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

14.5. Parents are 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.

15. Monitoring and review

15.1. This policy is reviewed annually by the Great Sampford Primary governing board and the headteacher.

15.2. Any changes made to this policy will be communicated to all members of staff.

15.3. 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.