

# Early Years Foundation Stage adopted by Cromford Church of England Primary School

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## Statement of intent

At Cromford C of E 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 ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education 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. **[Updated] Legal framework**

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

- Childcare Act 2006
- 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 (2017) 'Statutory framework for the early years foundation stage'
- **[Updated] DfE (2020) '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:

- Special Educational Needs and Disabilities (SEND) Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

## 2. **[Updated] 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** and **Photography Policy**.
- 2.2. **[Updated]** The 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 (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- 2.3. The governing board has the overall responsibility for the implementation of this policy.
- 2.4. The 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 governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6. The EYFS class teacher, 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, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8. Staff, including teachers, support staff, supply 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.
  - 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 and attention
    - Understanding
    - Speaking
  - Physical development
    - Moving and handling
    - Health and self-care
  - Personal, social and emotional development
    - Self-confidence and self-awareness
    - Managing feelings and behaviour

- Making relationships

4.5. The 'specific' areas of learning and development are:

- Literacy
  - Reading
  - Writing
- Mathematics
  - Numbers
  - Space, shape and measure
- Understanding the world
  - People and communities
  - The world
  - Technology
- Expressive arts and design
  - Exploring and using media and materials
  - Being imaginative

○ The 'prime' areas of learning and development are:

- Communication and language
  - Listening, attention & understanding
  - Speaking
- Physical development
  - Gross Motor Skills
  - Fine Motor Skills
- Personal, social and emotional development
  - Self-regulation
  - Managing self
  - Building relationships

4.6. The 'specific' areas of learning and development are:

- Literacy
  - Comprehension
  - Word Reading
  - Writing
- Mathematics

- Number
- Numerical Patterns
- Understanding the world
  - Past and Present
  - People, Culture and Communities
  - The Natural World
- Expressive arts and design
  - Creating with materials
  - Being Imaginative Expressive

- 4.7. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 4.8. The EYFS teacher 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.
- 4.9. 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 cohort will be monitored and managed by the school's SENCO.

## 6. The learning environment and outdoor spaces

- 6.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 6.2. Children have access to an 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 **are two toilet** facilities available to the EYFS near the **Robins Classroom**, and there is a supply of spare clothes.

## 7. Assessment and Record Keeping

- 7.1. Assessment plays an important part in helping parents, carers and teaching staff to recognise children's progress, understand their needs, and to plan activities and support.
- 7.2. Parents will be kept up-to-date with their child's progress and development, and the EYFS teacher will address any learning and development needs in partnership with parents.
- 7.3. Ongoing assessment (Formative assessment) is used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 7.4. Baseline assessment is carried out during the child's first six weeks upon entering the setting. **A record of each child's progress in all areas of their learning is kept, by recording the assessment data on iTrack using the development matters statements as a guide.**
- 7.5. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play.
- 7.6. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning.
- 7.7. Observations are recorded in different formats **(e.g. hand written notes in their learning journals, in their individual 'My Early Years Development Book' and online with Seesaw).**

- 7.8. In the final term of the year in which a child reaches age five, and no later than 30 June in that term, the EYFS profile will be completed by the child's class teacher.
- 7.9. The EYFS teacher will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging')
- 7.10. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate. The school will consider whether they may need to seek specialist assistance to help with this.
- 7.11. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

## **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 are required to read this policy as part of their induction training.

## **9. Health and safety**

- 9.1. The **Health and Safety Policy** outlines the full health and safety policies and procedures.
- 9.2. A first-aid box is located in the Robins classroom.
- 9.3. At least one person who has a current Paediatric First Aid Certificate must be on the premises and available at all times, when children are present and must accompany children on educational visits.
- 9.4. The EYFS 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. Parental involvement**

- 10.1. We firmly believe that the EYFS cannot function without the enduring support of parents. We recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.
- 10.2. Parents are invited to an induction meeting during the term before their child starts school. Their children have the opportunity to spend time, several sessions, with their teacher in the classroom.



- 10.3. 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.
- 10.4. Parents are invited to termly parents' evenings to discuss their child's progress; 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.

## 11. Transition

- 11.1. We have good links with the local feeder pre-school and visits are undertaken throughout the year. The EYFS teacher meets with staff to discuss new intake children, in order to support a smooth transition to school.
- 11.2. In the term prior to starting school, parents are invited to a meeting to ensure they know about school procedures and to voice any concerns they may want to express.
- 11.3. The children are invited to a number of visits to school, throughout the term before starting. They will visit at least once without the support of the pre-school practitioners or parents.

## 12. Monitoring and review

- 12.1. This policy is reviewed **annually** by the governing board and the **headteacher**.
- 12.2. Any changes made to this policy will be communicated to all members of staff.
- 12.3. 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.
- 12.4. The next scheduled review date for this policy is **Spring 2024**.