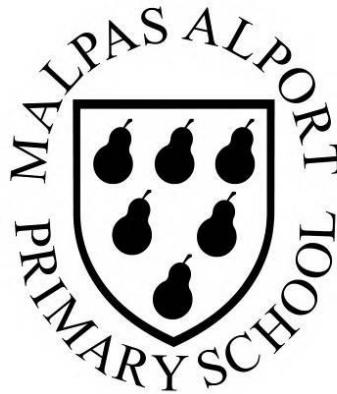


Malpas Alport Endowed Primary School

Early Years Foundation Stage Policy



Approved by:	Full Governing Body
Date:	Summer 2023
Next Review:	Summer 2024

Head Teacher: Mrs Nic Wetton

Chairman of Governors: Mr Arwyn Jones

Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Statement of Intent

At Malpas Alport Endowed 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 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.

Aims

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.

Four overarching 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 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 the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced and ambitious curriculum which takes children's different stages of development into account and which is coherently planned and sequenced to show a progression of knowledge and skills.
- 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.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

Learning and Development

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

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings.

These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking

- Physical development:
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having 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.

Observation, Assessment and Planning

Initially, information is gathered from our pre-school and previous settings to help form a starting point for the child's assessment against the Development Matters Statements from the EYFS curriculum. The planning for 3-4 years and Foundation Stage is then based on the Development Matters statements. Plans are flexible, so that the teacher and teaching assistants can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in

the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journey' profile book. At the end of the Reception year in school, each child's level of development is recorded onto the EYFS Profile against each of the 17 Early Learning Goals as either meeting the level of development expected at the end of EYFS (expected) or not yet reaching this level (emerging).

Other assessment opportunities include;

- Exchange of information with parents at parent/teacher consultation meetings providing a two-way process where the teacher and parents share their understanding of a child;
- A report given to parents at Autumn and Spring parent consultations. These share the child's next steps with parents so they can contribute towards assessment;
- Termly pupil progress meetings with the Senior Leadership Team;
- An annual school report relating to the Characteristics of Effective Learning and 17 EYFS goals;
- Participation in moderation internally and with local cluster groups.
- Sharing with other EYFS teachers at Cluster Meetings.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school reports EYFS Profile results to the LA when these are requested.

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

The EYFS teachers will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

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 it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (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.

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

The Learning Environment and Outdoor Spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an enclosed playground and garden, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are 6 toilet facilities available to the Reception classes, and 3 toilet facilities available in the Pre-School classroom. There are hygienic changing facilities located in the Pre-School classroom and an accessible toilet area containing a supply of spare clothes. Nappy changing facilities are also available in the Pre-School classroom.

Safeguarding and Welfare

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

The DSL is: The Headteacher. The deputy DSL is: the Deputy Headteacher. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

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 good oral health, as well as good health in general, in the early years by

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Health and Safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS teachers 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. Accidents and injuries will be recorded in an accident book. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's 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.

A first-aid box is located in each classroom.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

Any food or drink provided to children is healthy, balanced and nutritious. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

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

The school has a Fire Safety Policy in place.

Staffing

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 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.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate in both Pre-School and Reception at all times, and will accompany children on any school outings. Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.

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 office.

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 aged two:

-There is one member of staff for every four children.

- For children aged three and over:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.

- For children in Reception:

-Class size is up to 30 pupils per teacher.

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 teachers 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.

Parents as Partners

We firmly believe that the EYFS cannot function without the enduring support of parents and we value being partners with them in their child's education and strive to keep them informed about the life of the school and their child's progress. We aim for a secure and happy transition from home to school.

The following is in place:

Parents are invited to termly parents' evenings in the Autumn and Spring terms. Reports on attainment and progress as well as next steps in their learning are given to parents at these meetings. Reports are also given to parents in the Summer term, ensuring parents are aware of their child's attainment against the ELGs. Drop-in parent meetings are also offered in the Summer term. The school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Parents are also able to email teachers with any comments or queries. The classroom, or Head's office if needed, will be utilised for confidential discussions between staff and parents.

We encourage parents to help on class visits and invite parents to performances and special class moments to celebrate the children's learning. We use parents' skills in the classroom and outdoors and invite parents/grandparents in to talk about their jobs and hobbies, if linked to a topic or the children's interests, as well as read stories to the class.

Parents are asked to complete admission forms, a medical form and complete an 'All About Me' book about their child to help the school to understand their character and personality before starting.

We host curriculum workshops with parents, on particular areas or themes, for example RWI phonics.

Weekly communication and information is provided through weekly letters that are emailed to parents and put onto the class page on the website.

For two year-old children, we use a communication book for staff and parents to record any toilet/nappy changes, sleeping and eating habits.

Transition periods

The following process is in place to ensure children's successful transition to Pre-School:

- Children have a number of initial visits before starting in Pre-School.
- Parents are given a welcome pack giving information about starting in the pre-school.

The following process is in place to ensure children's successful transition to Reception:

- Parents are invited to a welcome meeting in the Summer term, to show them around school, meet teachers of all year groups, taste the food on offer to children in the school hall, meet their child's class teachers and discuss their child's start to school.
- Parents are given a welcome pack giving information about starting in Reception.

- Parents are asked to complete a 'Wonderful Me' book with their child, with photos of their family and the child's interests. These are kept in the Reception classroom, in the reading corner, for children to look through and share with each other.
- The children that attend other nursery settings are invited to a number of visits in Reception, in the final week of the summer term. Those children that already attend Malpas Alport Primary School Pre-School have regular visits to the Reception class throughout the Summer term.
- Reception teachers make contact with Nursery settings and visit children and talk with nursery staff in the Summer term. For those children that do not attend a nursery setting, or for those that would like one, Reception teachers visit the child and meet parents at their home.

The following process is in place to ensure children's successful transition to Year 1:

- Children have a number of initial visits before starting in Year 1, in the Summer term.
 - Children share the KS1 playground at lunchtimes with children from Years 1 and 2.
 - In the Summer term, Reception and Year 1 staff meet to discuss each child's development in order to support a smooth transition to Year 1.
 - Teachers from KS1 come regularly to read stories to the children in the Summer term.

Leadership and Management

The EYFS Lead is responsible for:

- Understanding the requirements of the EYFS statutory framework and practice guidance; • Preparing policy documents, curriculum plans, schemes of work etc. for the EYFS when appropriate;
- Encouraging staff to provide effective learning opportunities for all pupils;
- Helping all colleagues to develop their expertise and understanding of the EYFS;
- Collecting and auditing EYFS resources;
- Ensuring and moderating standards and formats for recording and assessment;
- Liaising with external EYFS practitioners and other Key Stage staff;
- Communicating developments in the EYFS, e.g. through staff meetings and distributing information;
- Organising and monitoring continuing professional development in the EYFS.

- Liaising with relevant organisations regarding the EYFS, e.g. advisory teachers, inspectors.

Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead every year.

At every review, the policy will be shared with the governing board.

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 health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
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