

Jennett's Park CE Primary School

Early Years Foundation Stage (EYFS) Policy



Approved by: Governing Body

Date:

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1. Aims

At Jennett's Park CE Primary School, we aim to ensure that all children:

- Flourish and achieve under God's love.
- Experience and live life in all its fullness.

At Jennett's Park CE Primary School, we aim to serve the common good by:

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Jennett's Park CE Primary School's EYFS Policy aims to ensure that children in the EYFS:

- Witness positive relationships and partnership working between practitioners and parents/carers
- Feel included, secure, valued and part of the wider school family
- Access a carefully planned, broad and balanced curriculum, that reflects the school's Rainbow Values and Learning Owl Behaviours, in order to enable them to develop a range of knowledge, skills and understanding needed for good progress through school and life
- Experience high quality and consistent teaching and learning opportunities so that every child makes good progress and no child gets left behind.

2. Legislation

This policy is based on the requirements set out in the Statutory Framework for the Early Years Foundation Stage (September 2021), the non-statutory guidance entitled Birth To Five Matters (Guidance for the Sector, by the Sector) and the annual publication of the Assessment and Reporting Arrangements (ARA).

3. Structure of the EYFS

Jennett's Park CE Primary School can offer up to sixty part-time equivalent Nursery sessions for 3 and 4 year olds and has sixty full-time Reception class spaces for 4 and 5 year olds. In Nursery (academic year 2022/23) we currently accept the 15-hour funding across twenty places and the 30-hour extended funding across sixteen places. Nursery places are offered on the basis that children attend five days a week. Admission into the Nursery class is a separate process and is not related to admission into the main school.

Leadership	Head and Deputy-Head				
	Assistant Head and SENDCo				
	Early Years Phase Leader				
Year Group	Nursery			Reception	
Class Name	Rose Finches	Bull Finches	Fire Finches	Robins	Woodpeckers
Max. in class	10	16	10	30	30
Usual staffing	1 x QTS	1 x QTS	1 x QTS	1 x QTS	1 x QTS
	1 x NNEB	1 x NNEB	1 x NNEB	1 x LSA	1 x LSA
	1 x NVQ3	1 x NVQ3	1 x NVQ3		
Start time	8.45am	8.45am	12.15pm	8.45am	
Finish time	11.45am	3.15pm	3.15pm	3.15pm	
Lunch time	Currently N/A	11.45 – 12.15pm	Currently N/A	11.30 – 12.30pm	

EYFS Transition into School

In order to support children as they transition into Jennett's Park CE Primary School we contact all families during the term before children are due to start with us. We hold telephone conversations with all parent/carers and invite families into school/Nursery for a series of 'stay and play' visits. We offer home visits and additional visits to the school during the summer term, by request. Reception staff aim to visit new Reception children in their current settings.

At the start of the academic year (or term, if Nursery) we invite parents/carers alongside their child/ren to take part in a more personalised visit with staff in order to familiarise children with their new environments and to support the forming of strong relationships from the start. During this time, we also offer home visits and additional visits to the request. Most children will follow a similar group transition plan into school or Nursery, but if a child needs a more individualised plan, staff will devise this in consultation with parent/carers considering the needs of the child.

Nursery children are invited to visit the setting with their parent/carer first, for up to an hour, before visiting independently, for up to an hour. 30-hour children additionally stay for the morning session plus lunch before adding their afternoon session. Once all settling in sessions have been completed, children can begin attending their usual session in full.

At Jennett's Park, all Reception children are invited to start on day one. We suggest that Reception children follow a slightly reduced timetable initially, in order to fully support their transition into the school environment. We plan for children to stay until 12 noon on day one, before extending the day to include lunch, and then extending the day again to meet the full-time timetable requirements early on in September.

We encourage parents to speak to class teachers if they wish their child to remain part-time for a longer phase so that the appropriate arrangements can be made. We are fully supportive of this choice. Parent/carers can request that their child remain part-time up until the term after their fifth birthday. Parent/carers can also defer their child's start to school until they are of Compulsory School Age (term after their fifth birthday). If a parent wishes to do this, we ask they make an appointment to meet with the Headteacher.

4. Curriculum, Planning and Teaching

Please see: Statutory Framework for the Early Years Foundation Stage – The Learning and Development Requirements (Section 1), and Birth To Five Matters.

Learning and Development

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS and detailed within the Birth To Five Matters Guidance.

The EYFS framework includes the Characteristics of Effective Learning and 7 areas of Learning and Development. The areas of learning are all important and inter-connected, however, 3 areas known as the Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The Prime Areas are strengthened and applied through 4 Specific Areas:

- Literacy (including Phonics)
- Mathematics
- Understanding the world
- Expressive arts and design

For more information relating to how we teach Phonics and Reading, Writing and Maths please see our Phonics Statement and parent information.

The Characteristics of Effective Learning underpin all learning, development and progress that happens throughout the Early Years. They are:

- Playing and Exploring - children investigate and experience things, and 'have a go'.
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Intent, Implementation, Impact

In planning and guiding children's learning, practitioners reflect on the different ways that children learn and develop. Staff plan activities and experiences that enable children to develop and learn effectively. Through a mix of adult-led and child-led activities, practitioners are able to respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Medium term planning ensures that key objectives are covered and built upon across six terms of the academic year. Continuous provision, linked to each of the seven areas of learning and development, is implemented throughout the EYFS

environment in a purposeful way. The inside and outside environments are stimulating and challenging and aim to encourage children to want to play and demonstrate their learning and understanding.

The nature of the EYFS planning cycle ensures staff follow a plan/do/review cycle constantly both when interacting spontaneously with children and when planning objective-led opportunities to support children's learning.

A Unique Child

Staff consider the individual needs, interests, and stage of development of each child and use this information to plan stimulating and challenging experiences and activities. Practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff aim for a balance between both adult-led and child-initiated learning and pre-planned and 'in-the-moment' opportunities. Where the learning experience is pre-planned and objective-led, staff consider previous summative assessments, prior knowledge of the children and any learning gaps identified. Where the learning experience follows an 'in the moment' approach, staff will utilise their Early Years' expertise and their knowledge of the individual child, alongside immediate formative assessment, to guide and support the learning.

Inclusion

All EYFS staff ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice. All pupils are involved in celebrating differences in religion, culture and languages. Children are encouraged to talk about and share things that are important to them.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. EYFS staff meet regularly with the EYFS SENDCO to review and discuss individual children as required. All EYFS staff work closely with external agencies, such as School Nurse, Speech and Language, Occupational Therapy, Child Development Centre in order to ensure all children make progress.

Positive Relationships

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

Each child is assigned a key person who oversees their learning, development and care. This is usually your child's named class teacher, although in some circumstances this may be another member of staff who works closely with your child throughout the week.

The key person will support parents/carers in guiding their child's development at home and can help families to engage with more specialist support, if appropriate.

All EYFS staff aim to foster warm and caring relationships with the children in their care. We encourage children to build relationships with all staff as part of a healthy and balanced approach to making relationships. We acknowledge that our youngest children rely on the consistency of a key person to ensure they feel safe and secure and we provide this support sensitively and in partnership with parents.

Enabling Environments

Our EYFS environment includes our inside and outside learning spaces. Children have separate classroom bases and a shared outside learning environment. Both inside and outside should be a purposeful learning space, set up to reflect the seven areas of learning and development and actively promoting positive development of the Characteristics of Effective Learning.

Teachers undertake an Environment Audit each half-term to ensure their environments are best organised and planned to support the children's current learning and challenge for next steps of learning.

Within the classroom, children are exposed to high expectations in all aspects of their learning and development. They are surrounded by high-quality, Literacy-rich and Numeracy-rich materials and display, and they see their Rainbow Values and Owl Learning Behaviours reflected and praised.

Within the EYFS environments children will identify learning and scaffolding linked to: Spectacular Stories and Wonderful Writing (including Phonics and Oracy), Marvellous Maths and a Reflection/Prayer Space. Children will know how to use their environment to support them in their learning journey.

Staff Supervision

Effective supervision provides support, coaching and training for all practitioners. Supervision is distinct from Appraisal. Supervision is run by the EYFS Leader and takes place termly (minimum three times a year). It provides opportunities for staff to discuss any issues concerning children's development or wellbeing, to identify solutions to address issues as they arise and to receive coaching to improve their personal effectiveness. A Supervision 'contract' is shared with all staff at the start of each academic year.

5. Assessment

Please see: Statutory Framework for the Early Years Foundation Stage – Assessment (Section 2).

Teachers must follow Jennett's Park CE Primary School Assessment Policy and Procedures linked to target setting, moderation and the collecting of data.

At JPCE ongoing, formative assessment is an integral part of the learning and development process. EYFS staff continuously observe pupils to identify their level of achievement and next steps, as well as their interests and learning styles. Information from these observations are used to shape future planning and move children's learning on.

Summative assessments are undertaken in EYFS using a RAG rating system. Baseline assessments are carried out during the child's first half term at school. We aim to assess Prime Areas within the first four weeks, and Specific Areas within the first half term. Summative assessments are recorded across all areas of learning at the mid-year point. EYFS data is collated and analysed termly in line with the school assessment timetable (Baseline, mid-year, End of year).

When making judgements about a child's level of development, practitioners will take into account information shared by parents/carers. Staff may need to have further conversations with parents/carers if there is a mis-match in skills seen at home and at school in order to explore the reasons behind this and to try to best help and support the child.

All practitioners feed into a child's learning journey throughout their time with us. Some of this information will be stored as physical evidence (e.g. in books, through photographs, on Tapestry) and some will be anecdotal evidence from staff. When making assessments and moderating staff will use their knowledge of individual children to reflect upon and agree aspects of development. There is no requirement on staff to record and collate large quantities of work, but staff aim to collect a selection of work for each child to best represent and demonstrate the child's progress through the year, highlighting application of the Characteristics of Effective Learning and to evidence attainment in relation to ELGs in Reception.

Tapestry

Tapestry is the secure online learning journal we use in EYFS. Staff will usually access Tapestry on school devices. Personal devices should not be used to take or store photographs or videos of children

Each member of EYFS staff has an individual, named Tapestry account. Access to this account is password protected and passwords should not be shared. Staff must ensure they sign out of their account when they have finished. Staff use of Tapestry can be and may be monitored by managers.

Parents must sign the Tapestry consent form in order to give permission to activate their child's Tapestry account. Each parent must tick one box to give or not give and video consent for Tapestry. All EYFS staff must ensure they are aware of any individuals who do not have consent to appear in group photos or videos.

At the end of each child's Nursery and Reception journey, the child's individual profile is downloaded and the PDF link is shared with parent/carers. This PDF contains photographs only. Video media that is shared with parents/carers over the course of the EYFS will not be downloaded and shared at the end of the year.

Statutory Assessment in the EYFS

Children receive a statutory Progress Check at age 2. A second statutory assessment is completed at the start of the Reception year and is known as the Reception Baseline Assessment (RBA). A third assessment is completed at the end of the Reception year. This is known as the Early Years Profile.

The Progress Check is a written summary of your child's development in the three Prime Areas undertaken between the ages of two and three. It is helpful if parents choose to share this assessment with the school when children start Nursery as it helps us plan for your child's next steps.

The Reception Baseline is a short task-based assessment of pupils' starting points in Language Communication and Literacy and Mathematics. It is carried out within the first 6 weeks of pupils starting Reception. Children use practical resources to complete the assessment and staff record the results on computer.

At the end of the EYFS (no later than June 30th of child's Reception year), staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are, as a best fit, :

- Meeting expected levels of development, or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are shared with parents/carers alongside a written report linked to the child's Characteristics of Effective Learning. This assessment is also passed to Year 1 teachers in order to support children's transition into Key Stage 1.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers and we aim to establish a regular, two-way flow of information between parents/carers and school. We encourage parents to share important information with us, to upload 'Wow!' moments from home, and to contribute to their child's learning journey on Tapestry throughout their time with us.

Parents/carers are kept informed and up-to-date with their child's progress and development in a variety of ways, including:

- Daily conversation and feedback
- Regular Tapestry updates sharing class learning.
- Regular Tapestry updates sharing independent learning and 'wow' moments for individuals
- Half-termly curriculum news and planning
- Half-termly Stay & Play or Assembly
- Termly meeting with teacher
- Autumn term and Summer term – written summary of child's progress and next steps
- End of Reception EYFS Profile
- Parent Meetings and Workshops

7. Safeguarding and welfare procedures

Please see: Statutory Framework for the Early Years Foundation Stage – The Safeguarding and Welfare Requirements (Section 3).

Child Protection

Staff should be aware of their statutory duty to keep children safe and act accordingly at all times. Staff must be alert to any issues for concern in a child's life at home or elsewhere. Our Safeguarding and Welfare procedures are outlined in our Safeguarding Policy and Procedures.

All staff must familiarise themselves with the publication *Keeping Children Safe in Education* and the *Prevent Duty Guidance for England and Wales*.

Staff should know the school's Designated Safeguarding Lead and Deputy (DSL) and also the school's 'My Concern' reporting system.

Staff Qualifications and Ratios

For children aged three and over in Nursery classes in schools, there must be at least one member of staff for every thirteen children, at least one member of staff must be a school teacher (QTS) and at least one other member of staff must hold a full and relevant Level 3 qualification.

When a person with QTS is not working directly with the children, there must be at least one member of staff per eight 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.

Reception classes are subject to the infant class size legislation of 30 pupils per school teacher.

At least one person with a current Paediatric First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings. At least one person in each EYFS classroom will be First Aid qualified.

Health

Our First Aid procedures, including accidents or injuries, the administering of medicine and Sun Protection, are outlined in our First Aid Policy.

Fresh drinking water is available at all times and children are encouraged to bring a named water bottle to school each day. Cups are available for those who forget and are washed after each use. Fruit is stored in a cool, dry place or in the fridge as required. Milk is stored in the fridge. At least one member of staff will hold a Food Hygiene certificate.

Safety

Risk assessments of the inside and outside environment are in place and updated regularly. These include additional guidance for use of cameras and mobile phones. Please also see whole school policies relating to this.

Equipment and site inspections are undertaken regularly, including daily checks by the site manager and EYFS staff.

Children should be taught to use resources and equipment safely and all damages should be reported to the Early Years Leader/Site Manager/School Office as appropriate.

Staff should be aware of the correct procedures to follow in the event of an emergency (for example emergency evacuation or Lock Down). Our Health and Safety requirements and procedures are outlined in our Health and Safety Policy.

Missing Child

In the event that a child goes missing in EYFS, the following procedure will be followed:

- As soon as it has been established that a child is missing, class-based staff to confirm when, where and by whom the child was last seen.
- A member of staff will double check the last known area including the closest toilets, and also the classroom/cloakroom/toilet if last known space was different.
- If the child is not located, senior school staff will be informed of the missing child and searches will be delegated to more staff. Searches at this stage should include the EYFS environments, the inside of the school the building and the wider school grounds.
- If the child remains missing, the emergency services will be contacted.

Uncollected/Late Collection

In the event that a child is not collected, the following procedure will be followed:

- Parent/s will be contacted by telephone.
- If there is no response, the school will then telephone the additional contacts provided by parents.
- If these contacts are also unavailable, after approximately one hour, the police and Social Services will be informed.

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body

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
Transition	See Transition Policy