

Aylesford School

and Sixth Form College



learning together from 4 to 18

PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Written: January 2021
Next Review: January 2023
Lead: Director of Primary Education
Via: Standards, Personnel and Curriculum

'from potential to reality'

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Statement of intent

The intent of our Early Years Foundation Stage curriculum is to provide rich and stimulating learning experiences that allow children's natural wonder and creativity to shine through.

Children in our setting work with adults and peers in a climate of mutual respect. This allows them to develop as happy and aspirational learners.

Through the teaching of high-quality texts and structured synthetic phonics teaching, we aim to develop a lifelong love of reading.

We aim to provide children, with a well-structured, safe, language rich, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become active members of a diverse and constantly changing society.

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.

"The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planning around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership** working between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported."

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

¹ DfE (2017) 'Statutory framework for the early years foundation stage' p.5

1. Legal framework

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

- Childcare Act 2016
- The Safeguarding Vulnerable Groups Act 2006
- 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'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The Prevent Duty'

2. Roles and responsibilities

2.1. The governing body has the overall responsibility for the implementation of this policy.

2.2. The governing body 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.

2.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.4. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

2.5. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

3. Aims

3.1. Through the implementation of this policy, Aylesford Primary Phase aims 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. Aylesford Primary Phase adheres to the four guiding principles which shape practice within EYFS settings:

- 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. Aylesford Primary Phase offers an EYFS curriculum 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

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 English as an additional language (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 and 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. Aylesford Primary Phase values all their children 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. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

5.5. SEND in the EYFS setting will be monitored and managed by the school's Special Educational Needs Coordinator (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 enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. Risk assessment of the outdoor area is undertaken by the practitioner and children.

6.3. There are toilet facilities available to the EYFS, including changing facilities containing a supply of towels and spare clothes.

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, and the EYFS lead will address any learning and development need in partnership with parents.

7.3. Aylesford Primary Phase implements formative assessments 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. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

8. Safeguarding and welfare

8.1. Aylesford Primary Phase takes all necessary steps 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.

9. Health and safety

9.1. A first-aid box is located in the Practical Area.

9.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.

9.3. The school's Administering Medication Policy outlines the procedures for administering medicines.

9.4. The EYFS lead 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.

9.5. Accidents and injuries will be recorded in an accident book, located in the Practical Area.

9.6. 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.

9.7. The school has a Fire Evacuation Plan in place.

9.8. Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Whole-School Food Policy.

9.9. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

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

9.11. Fresh drinking water is available at all times.

9.12. Smoking is not permitted on the school premises.

9.13. The Health and Safety Policy outlines Aylesford Primary Phase's full health and safety policies and procedures.

10. Staffing

10.1. Aylesford School and Sixth Form College has a robust Recruitment Policy in place, which aims to ensure that members of staff employed in the EYFS are suitable.

10.2. Upon employment, all 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.

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

10.4. All members of staff who have identified areas of concern will liaise closely with the EYFS Lead 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.

10.5. Reception classes in maintained schools are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

10.6. 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.

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

10.8. Aylesford Primary Phase will organise PFA training to be renewed every three years.

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

10.10. Aylesford Primary Phase provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

10.11. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

10.12. Parents will be informed about staffing arrangements.

11. Information and records

11.1. Aylesford Primary Phase stores and shares information in line with the Data Protection Act 1998, and with regard to the school's Data Protection Policy.

11.2 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

11.3 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

11.4 The following information is made available to parents:

- 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
- Staffing details

11.5. Aylesford Primary Phase will notify Ofsted 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.

12. Parental involvement

12.1. At Aylesford Primary Phase, we firmly believe that the EYFS cannot function without the enduring support of parents.

12.2. Parents are invited to regular 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.

12.3. Parents are asked to sign permission slips for any visits out of school, Forest School, use of photographs and videos of their child, online learning journal, Zoom lessons and use of the internet at school.

12.4. 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.

13. Transition periods

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



- The children are invited to a number of visits throughout the year to their Year 1 class. In the Summer term the children visit the Year 1 classroom at least once without the support of the Reception class teachers.



- In the Summer term, Reception and Year 1 teachers will meet to discuss each child's development in order to support a smooth transition to Year 1.

NB: Some of our policy statements will be subject to change to take account of the current pandemic. Please see our current covid risk assessment on the school website for the most up to date information.