Riccall Community Primary School

EYFS Policy

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Outline of EYFS

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

We ensure 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 the right foundation for good future progress through school and life. The Foundation Stage is about what children learn, as well as how they learn. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

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

This policy aims to ensure that children access a broad and balanced curriculum that gives them the firm foundations of knowledge and skills needed for good progress through school and in life. We aim to create an environment which allows children to develop as creative, reflective and innovative learners, we believe that children in early years need:

- A play based approach which takes into account children's developing interests
- Time and space for uninterrupted play (both indoors and outdoors) to develop concentration and perseverance

- Practitioners who support learning through planned play activity, extend and support children's spontaneous play, and extend and develop children's language and communication in their play
- A wide range of activities and resources to choose which can be accessed independently by the children.
- To be taught skills and knowledge and provided with opportunities to learn independently.
- An environment which is well organised, planned and resourced, where all children's experiences are valued and reflected in the environment

Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS).

Childcare Act 2006. The Early Years Foundation Stage (Learning and Development Requirements) Order 2007

Childcare Act 2006. The Early Years Foundation Stage (Welfare Requirements) Regulations 2012

Statutory Guidance

2024 statutory framework for the Early Years Foundation Stage (EYFS).

'Working Together to Safeguard Children'

'Prevent duty guidance for England and Wales'

'Keeping Children Safe in Education'

Learning and Development

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

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.

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
  - 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 and expressive

The early learning goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, bestfit judgement about a child's development and their readiness for Year 1.

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

The EYFS lead discusses 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 is agreed upon and consideration is 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 a child is found to not have a strong grasp on English, the EYFS lead contacts the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development is implemented through activities the teacher believes are the most effective for the children they are teaching

Activities are planned with regard to the 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

Inclusion

All children are valued as individuals irrespective of their ethnicity, national origin, culture, religion, gender, disability or sexual orientation.

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

The Equal Opportunities Policy ensures that the needs of all children are met.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

Children with SEND in the EYFS setting are monitored within the setting by EYFS practitioners and managed by the school's SENCO in partnership with EYFS.

Assessment

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.

Parents are kept up-to-date with their child's progress and development, and the EYFS lead addresses any learning and development needs in partnership with parents.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members observe children to understand their level of achievement, interests and learning styles. This information is then used to shape learning experiences for each child.

In the final term of the year in which a child reaches age five, and no later than 30 June in that year, the EYFS profile is completed by the child's class teacher.

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

Assessment requirements are set out in full in the Early Years Foundation Stage Framework.

Safeguarding and welfare

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

Any safeguarding or welfare issues are 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 Mr Jamie Llewellyn (Headteacher).

The deputy DSL is currently undergoing training.. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

The deputy DSL undertakes the duties of the DSL in their absence, but overall responsibility for safeguarding remains with the DSL.

The DSL and deputy DSL undertake child protection training as required.

Staff 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.

Mobile phones and devices

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 and watches.

Use of mobile phones by staff members

Staff members do not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present.

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

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

Staff may take mobile phones on trips, but they are only to be used in emergencies and are not used when children are present. Mobile phones are not to be used to take images or videos at any time during trips.

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

Staff use their professional judgement in emergency situations.

Staff 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.

Use of mobile phones by parents, visitors and contractors

Posters are used around the school to indicate that it is a mobile free zone.

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

Parents may take photographs and videos containing their own child during school events. Where the photograph or video would contain other people (e.g. during a school production), parents are only permitted to take photographs and videos with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

If staff need to take photographs or videos as part of a school activity, e.g. for a display, staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

Health and safety

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.

A first-aid box is located in each classroom in the EYFS unit.

The school's Medical Policy outlines the procedures for administering medicines (prescription and non-prescription)

EYFS staff report any accident or injury involving a child to the parent on the day it occurs, or as soon as reasonably practicable after, and any first aid treatment administered to a child is reported to the parent.

Accidents and injuries are recorded on Medical Tracker.

The headteacher reports 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 are also notified.

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

Any food or drink provided to children is healthy, balanced and nutritious and fresh drinking water is available at all times.

Safer eating practices are followed at all times in the EYFS setting and during lunchtime. Young children should never be left alone while they are eating, and staff should be familiar with paediatric first aid advice about choking in children.

Smoking is not permitted on the school premises.

The school has a Fire Evacuation Plan in place.

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

Staff taking medication or other substances

The school implements a zero-tolerance approach to drug and alcohol misuse.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff is not tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children must seek medical advice. Staff are only allowed to work directly with children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in the EYFS office.

Staffing

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

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 are 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 are supervised by the EYFS lead. The supervision provides 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.
- Receive coaching to improve their effectiveness.

There is at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

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

All newly qualified staff with a level 2 or 3 qualification are PFA trained.

The school organises PFA training to be renewed every three years.

The list of staff who hold PFA certificates can be found on the school website and is available in all EYFS classrooms.

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'.

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

The school adopts the following staffing ratios:

- For children aged two, there is one member of staff for every five children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
- For children aged three and over:
  - Where a staff member with QTS, early years professional status, or another suitable level 6 qualification is working directly with the children, there is 1 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 member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is 1 member of staff for every 8 children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Changes are only made to the ratios under exceptional circumstances, and where the quality of care and safety of children is maintained.

Parents are informed about staffing arrangements and, when relevant and practical, involved in staffing arrangement decisions (key worker).

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.

Missing children

In the event of a child being found to be missing it is vital that prompt action is taken. Procedures are outlined in the Riccall Community Primary School Missing Child Procedures. All staff working in EYFS must be familiar with this document.

Information

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

The following information is recorded for each child:

• Full name.

• Date of birth.

• Name and address of every parent and/or carer who is known to the provider.

• Information about any other person who has parental responsibility for the child.

• Which parent(s) and/or carer(s) the child normally lives with.

• Emergency contact details for parents and/or carers.

The following information is available to parents on our school website:

• 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 children

• Information about the policies and procedures in place in the school's EYFS

Parents are invited to termly 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.

Failing to collect children

Procedures for when a child is not collected is set out in the Riccall Primary Collection from School and Walking Home Procedures.

Complaints procedure

Written records of all complaints and their outcomes are kept.
Written complaints relating to EYFS requirements are always investigated.
Complainants are notified of the outcomes of the investigation within 28 days of receipt of the complaint.

The record of complaints is made available to Ofsted on request.

Parents are given information about how to contact Ofsted if they believe the EYFS requirements are not being met.

A written procedure for dealing with concerns and complaints is in place - Whole school Complaints Policy

Monitoring/Review

This policy is reviewed every 2 years by the governing board and the headteacher (or when required; to review updates based on statutory changes to the EYFS Framework).

Any changes made to this policy are communicated to all members of staff. 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.

List of policies/documents to be used alongside The EYFS Policy

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Fire Safety Procedures

- Health and Safety Policy
- Keeping Children Safe in Education 2024
- Safer Recruitment Policy
- Data Protection Policy
- Low Level Concerns Policy and Guidance
- Online Safety Policy
- Complaints Procedures Policy
- Educational Visits Policy
- Positive Handling Policy
- Medical Policy
- First Aid Policy and Procedures including dealing with Head Injuries
- NYES Use of Sunscreens Procedures
- NYES Nappy Changing Procedures
- Riccall Primary Collection and Walking Home from School Procedures