



EYFS Policy

early
years

Last reviewed: September 2022 Caity Higgins

Reviewed by Head: Sept 2022

Next Review Sept 2023

Aims:

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#) that applies from September 2021.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up."

**"Statutory Framework for the Early Years Foundation Stage",
Department for Education, 2021**

At Bedstone, we are committed to providing a high-quality early years education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

Staffing and Organisation

We have the use of two large classrooms and dedicated outdoor area. The classroom has a carpet area, learning zones for the children to access and explore and free flow with the outdoors area. There is a full-time teacher, supported by two teaching assistants.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access to the outdoor area. Staff are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Curriculum

Our Early Years curriculum at Bedstone follows the curriculum as outlines in the latest version of the EYFS statutory framework that was applied from September 2021.

The EYFS framework includes 7 key areas of learning and development that are all as equally important and connected. There are 3 prime areas that stem the ignition of curiosity and enthusiasm for learning and support with forming relationships.

The prime areas are:

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

These areas are then strengthened and applied through 4 specific learning areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

At Bedstone, we aim to provide quality teaching and learning in an environment that is committed to raising standards and setting the appropriate challenge for all children.

In the Early Years Foundation Stage we realise that the way in which children engage with other people and their environment, underpins the learning and development across all areas.

The characteristics of effective learning are:

- Playing and exploring - engagement
- Active Learning - motivation
- Creating and thinking critically - thinking

Planning

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and less. Play is the building block of a child's intellectual, social, emotional, physical and language skill development. Most of the Early Years school day is dedicated to child-initiated learning (play) where staff respond to, extend, scaffold and engage in quality talk to support the children's learning. Staff also enjoy presenting new concepts in meaningful contexts that enable the children to build on what they already know.

Staff take into account the needs, interests and stage of development of each individual child and use this information to plan challenging yet enjoyable experiences. Where necessary staff work closely with outside agencies to support the needs of individual children.

At Bedstone, our long term planning shows our aims and values, demonstrates how our continuous provision meets the EYFS requirements. Medium term planning shows the key learning experiences for each area of the curriculum. Staff use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium term plan. Short term planning shows

the learning opportunities that will be available over the week. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's lessons.

Effective Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Towards the end of the academic year, the balance shifts to a more adult-led approach to help children prepare for the formalities of Year 1.

The features of effective teaching and learning in the Early Years Foundation Stage are:

- the fostering of a close partnership between practitioners and parents, so that our children feel secure at school from the onset and develop a sense of well-being and achievement;
- the understanding that our practitioners have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all practitioners working within the Early Years Foundation Stage.

Observation and Assessment

At Bedstone, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make 'snapshot' observations on post it notes. Notes about guided activities and independent work are recorded in the children's books. Each child has a Phonics, Literacy, Maths, Topic, Science and Art book, where observations are gathered along with examples of work. We welcome information from parents and snippets of achievements.

Each term, the practitioners use the Early Learning Goals to monitor and assess the children's progress and use this to inform planning. In the summer term, practitioners consider these areas of learning in the EYFS framework to decide if the child is working at the expected level for their age and stage, this is then shared and discussed with parents/carers.

There are opportunities for them to meet their child's class teacher to discuss this information. In addition to this, termly progress reports are written and parent evenings take place after school.

If your child leaves Bedstone at the end of their Reception year, Year 1 teachers are given a copy of the report.

Parent Partnerships

Parents have an important role to play in the education of their child. We believe that it is important that all early years practitioners work in close partnership with parents and other adults. When parents and practitioners work together the results have a positive impact on a child's development and learning. Valuing and building on children's previous learning helps to promote these partnerships.

We regularly publish what the children have been learning about and share success and pictures with parents via email communication and the schools' Social Media. We also welcome contributions from home.

Each child is also assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips for children in the EYFS within the local community, for example visiting the library or community play centre. The children take part in several educational visits linked to their topic work. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Behaviour Management

Please refer to E11 Junior School Rewards and Sanctions' policy

Safeguarding

Please refer to the school's 'Safeguarding Children' policy

Inclusion and Equal Opportunities

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;

- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- stretching and challenging all children.

Please refer to the school's 'Equality and Diversity' and 'Learning Support' policies.

Premises and Security

All visitors to the school should report to Reception, where they are issued with a visitor's badge. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign the school visitor's log. Staff are aware of their role in challenging anyone who is not recognized and asking for identification from anyone claiming to be from an outside agency.

The register is used to check how many children are present. When moving from one area school to another, head counts are used to check that all children are present before leaving. Staff also have to sign in and out when they are on campus.

Arrival and Collection of Children

Children can enter school from 8:20 unless otherwise arranged. Each child is marked in on the day's register by the class teacher at 8.40am.

Parents/carers use the 'bubble' when dropping off and collecting their child(ren) at the end of the school day (area inside the Junior school).

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written permission. Parents write a list of people who are able to collect their child in the registration forms. In exceptional circumstances, a parent may give verbal permission, but a description will be required. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

If a child is not collected then please refer to the school's 'Non-Collection' policy.

Missing Child

In the unlikely event that a child disappears during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a parent/carer, organize a thorough and systematic search of the building and surrounding playground etc, inform the Deputy Head and the Head Teacher of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

Please refer to the school's 'Missing Student' policy.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Parents are notified if children will be leaving the campus for any school trips. Risk assessments are completed for each type of outing.

Promoting Awareness of Dangers and How to Stay Safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues.

Risk Assessments

In addition to the school's risk assessment, daily risk assessments are completed in EYFS to ensure that any hazards are identified and managed before the children enter the classroom.

Please refer to the 'Health and Safety' policy

Complaints

Please refer to the 'Complaints,' policy

Information for Parents and Carers

We provide a prospectus and welcome pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. More details are included in the weekly newsletter. There is a parents' notice board located in the cloakroom area that is regularly updated with the weekly newsletter and the weekly menus.

Being Active

The children have access to an outdoor area, which provides a range of physical activities; including large balls, bats and balls, sand, water, bikes, scooters, the woods and climbing/play equipment. The children take part in 2 PE sessions each week.

Food and Drink

Children are supported to wash their hands with soap before selecting a piece of fruit for their snack. The children have their own water bottles which we refill daily. These are accessible at any time. Water bottles are also taken to PE and outside during hot weather.

A procedure for maintaining hygiene in the snack area is displayed for all staff to refer to. All food is stored according to manufacturer's recommendations and in line with food hygiene legislation.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity. The school dinner menus are displayed so that parents and carers can support their children to choose their food.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office or the class teacher of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- sit with the child in a quiet place away from other children, if possible, until the parents arrive/ if the child is ill, they may be sent to the sick bay.
- if the child has had sickness or diarrhoea, we will explain the policy of at least a 48 hour clearance of either symptom before the child may return.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the Reception classroom and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at playtimes and lunchtimes. All accidents are recorded in one of the school's accident books and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

We ask for written parental consent to seek any necessary emergency medical advice or treatment in the future when the children are admitted to school. In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

Please refer to the 'Medical' policy.

Medicines

Only drugs/medicines prescribed by a registered Medical Practitioner will be administered to children. Parents should complete and hand in a Medication Consent Form (available from the class teacher), along with medicine, to a member of staff. Drugs/medicines must only be administered to the child for whom they are prescribed and all drugs/medicines must be kept in the original container stating whom they are prescribed for and dosage information. Unwanted or unused medicines must be returned to the parent for disposal. A record of the drugs given should be made indicating the time, dosage and signed by the person administering the dose. The child's parent should sign this each day that medicine is given.

Training for prescribed medication that is invasive i.e. EPIPENS etc is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents and the school nurse.

Please refer to the 'Medical/First Aid' policy

Acceptable Use of Camera's and Mobile Phones

Our Junior School aims to nurture the very best in each child; we aim to provide a high quality teaching and learning environment. The Christian values of the School encourages care for all, mutual respect, responsibility and a strong partnership between home and school.

Aim

We intend to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns.

1. Staff being distracted from their work with the children.
2. The inappropriate use of mobile phones and cameras around the children.

We have a clear policy to adhere to on the acceptable use of mobile phones and cameras that is understood by all members of staff without exception.

Mobile Phones

- Staff can bring their personal mobile phone to school. Members of staff must ensure that there are no inappropriate or illegal content on their device.
- All staff must ensure that their mobile phones are left in the staff room inside their bags.
- Mobile phone calls can be taken in the staffroom at break times.
- If a personal emergency should occur, staff are allowed to take their mobile phone into the classroom with permission.
- The school hold details of each member of staff's emergency contact number of the next of kin.
- All helpers will be requested to leave their mobile phone in their bag in the staffroom.
- The school mobile phone will be taken for emergency purposes when out of the classroom.
- It is the responsibility of all members of staff to remain vigilant and report any concerns.

1. Mobile phones must not be used to photograph children.
2. Mobile phones must not be used by parents in school, playground or on school visits.
3. Senior management reserve the right to request to check the image content of a member of staff's mobile phone should there be any cause for concern.
4. Should inappropriate material be found DSLs will be contacted immediately.

Appropriate procedures will then follow.

Please also see the schools' *Acceptable Use of Camera's and Mobile Phones'*

Cameras / Ipads

School technology must be used or the school memory card. Memory cards should then be removed and the content loaded onto the school site.

Senior management will be responsible for collating pictures to be included in any promotional material or other document.

No personal devices or cameras should be taken into the children's toilets.

Please refer to the '*Acceptable Use of Camera's and Mobile Phones'* policy