



Early Years Foundation Stage Policy

CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child.

In this policy, we are working towards all of the articles.

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Statement of intent

At Little Hill, 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 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**, 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.”¹

1. Legal framework

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

- Childcare Act 2006
- 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 (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2022) 'The prevent duty'

1.3. This policy is intended to be used in conjunction with other relevant school policies:

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 Policy.

2.4. The EYFS lead, in conjunction with the head teacher, 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, Little Hill aims to:

- Provide the highest quality care and education for all of our children.
- Ensure that all children are kept healthy and safe.

- 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. Little Hill 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/carers.
- Children develop and learn in different ways and at different rates – the framework covers education and care of children in early years provision, including SEND pupils.

3.3. To put these principles into practice, the school:

- Provides a broad and balanced curriculum across the seven areas of learning which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents/carers.
- Consider language a key element for all children.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure environment, indoors and out, for learning and play.

4. Learning and development

In order to promote the learning and development of children in our care, we plan an exciting and challenging curriculum. Our early years setting follows the curriculum as outlined in the Educational Programmes within the EYFS statutory framework that applies from September 2021.

4.1. Little Hill offers an EYFS curriculum based on an observation of children's needs 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.

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.

4.3. The prime areas of learning and development are:

- Communication and language
 - Listening, attention and understanding
 - Speaking
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships
- Physical development
 - Gross motor skills
 - Fine motor skills

4.4. 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

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

4.6. The EYFS teachers will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. (See SEND policy)

4.7. 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 teacher will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

4.8. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

4.9. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interactions.

4.10. 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.

4.11. Further information regarding learning and development are set out in the school's Teaching and Learning Policy.

5. The learning environment and outdoor spaces

5.1. The classroom is organised in such a way that children can explore and learn in a safe environment.

5.2. The areas are arranged to help with developing independence and having opportunities for our children to initiate their own activities in accordance with our curriculum plans.

5.3. Children have access to an enclosed outdoor play area, and daily outdoor activities are available, unless circumstances, such as severe weather, would make outdoor activity inappropriate and unsafe.

5.4 There are two toilet facilities available to the EYFS, containing a supply of towels and spare clothes.

6. Reception Baseline Assessment (RBA)

The reception baseline assessment (RBA) is an assessment taken in the first six weeks after a child starts in foundation stage. This covers all intakes in Reception within an academic year, including autumn, spring and summer terms. Guidance under the EYFS statutory framework must be followed when carrying out RBAs.

The RBA assesses a child in early mathematics, literacy and communication and language. The purpose is to form the starting point for cohort-level school progress measures.

7. EYFS Profile

During their time in reception, the children in our care progress towards end-of-Reception goals, defined as Early Learning Goals (ELGs), by taking part in our fun and challenging curriculum. At the end of the EYFS, our staff will complete the EYFS Profile for every child, who will be assessed against the 17 ELGs.

This provides a well-rounded picture of each child. It reflects our ongoing observations and discussions over the course of the EYFS. The levels are assessed as'

- Working at
- Working below

Once the profile has been provided, there will be an opportunity to meet with us to discuss the level and discuss the next stage of development.

EYFS Profile data is submitted to the Local Authority.

8. Inclusion

- 8.1. Little Hill values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 8.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 8.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 8.4. The SEND Policy ensures all children receive the support they need and are given the best learning experience possible.
- 8.5. SEND in the EYFS setting will be monitored and managed by the school's inclusion manager (SENCO).

9. Assessment

- 9.1. 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.
- 9.2. Parents will be kept up-to-date with their child's progress and development, and the EYFS teachers will address any learning and development need in partnership with parents.
- 9.3. Little Hill 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.
- 9.4. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate. (See SEND Policy)
- 9.5. Little Hill's assessment procedures are set out in the Assessment Policy.

10. Safeguarding and welfare

- 10.1. Little Hill takes all necessary steps to keep the children in our care safe and well.

10.2. 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 and annually thereafter.

11. Health and safety

- 11.1. A first-aid box is located between the Foundation Stage classrooms.
- 11.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 11.3. The school's Administering Medication Policy outlines the procedures for administering medicines.
- 11.4. 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. This will be in the form of a green first aid letter.
- 11.5. Accidents and injuries, during lesson time, will be recorded in an accident book, located in the Foundation Stage classroom drawer.
- 11.6. The head teacher 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.
- 11.7. The school has a Fire Evacuation Plan in place.
- 11.8. Any food or drink provided to children is healthy, balanced and nutritious.
- 11.9. The head teacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 11.10. Information about any dietary requirements, food allergies and any special health requirements a child has will be recorded in the school office and passed on to the class teacher.
- 11.11. Fresh drinking water is available at all times.
- 11.12. Smoking is not permitted on the school premises.
- 11.13. The Health and Safety Policy outlines Little Hill's full health and safety policies and procedures.

12. Staff taking medication or other substances

- 12.1. The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Health and Safety Policy.
- 12.2. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be 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 the children and further action will be taken.
- 12.3. Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.
- 12.4. Any medication used by staff is securely stored.

13. Staffing

- 13.1. Little Hill, within the OWLs Trust, has a robust Trust Safer Recruitment Policy in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 13.2. 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.
- 13.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 13.4. All members of staff who have contact with children and families will be supervised by the Senior Leadership Team. 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.
 - Receive coaching to improve their effectiveness.
- 13.5. The EYFS lead holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

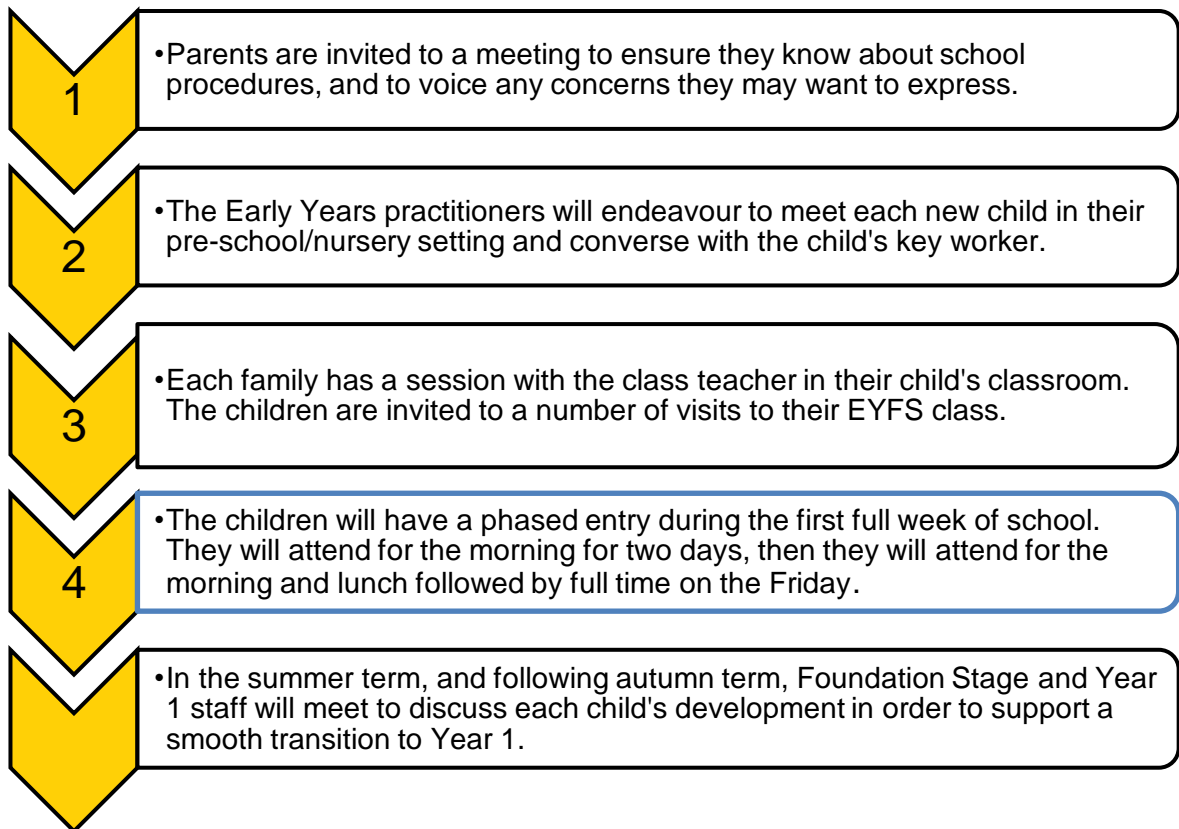
- 13.6. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 13.7. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- 13.8. Little Hill Primary School will organise PFA training to be renewed every three years and we hold a list of staff who hold PFA certificates.
- 13.9. Little Hill provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.
- 13.10. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

14. Parental involvement

- 14.1. At Little Hill, we firmly believe that the EYFS cannot function without the enduring support of parents.
- 14.2. Parents are invited to two parents' evenings in the Autumn and Spring terms; 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. We also hold an open evening in the summer term for parents to attend.
- 14.3. We engage with our parents through other forums: Class Dojo, informal chats at the start and end of the day, reading records.
- 14.4. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child, and using the internet at school.
- 14.5. 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.

15. Transition periods

15.1. The following process is in place to ensure children's successful transition to EYFS:



16. Complaints

Little Hill has a standard complaints procedure. We encourage parents/varers to take any complaints or concerns to a staff member or the head teacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school Complaints Policy.

17. Monitoring and review

It is the responsibility of the EYFS staff and all relevant staff involved with EYFS to follow the principles stated in this policy and any linked policy. There is also a linked governor responsible for the EYFS; details can be found on our governor page on the Little Hill's School website.

The senior leadership team will carry out monitoring of the EYFS as part of the whole-school monitoring schedule. We will evaluate its effectiveness by taking into account feedback from all relevant parties involved with the EYFS setting and anything which has come to light during observations in the setting. We also carry out curriculum reviews and take account of any national reviews and reports in this area.