



# **Slade Primary School**

## **Early Years Policy**

### **2023-2024**

**Date of Assessment: March 2023**

**Review Date: March 2024**

# EARLY YEARS POLICY

At Slade Primary we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant 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.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

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.

## LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

## AIMS

Through the implementation of this policy, we will aim 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.

Four overarching principles shape our practice:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school will:

- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assign each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provide a safe and secure learning environment.

## **LEARNING AND DEVELOPMENT**

In partnership with parents, we will promote the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice will be based on an observation of children's needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

### **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:

- Numbers
- 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

In organising and implementing educational programmes, we will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

**Playing and exploring** – children investigate and experience things, use what they know in their play and are willing to try new 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 use what they already know to learn new things, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1 and beyond, will be set out in the school's Early Years Teaching and Learning Policy.

## **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 will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

**Reception Baseline Assessment** – a short assessment which is taken within the first six weeks of a child starting Reception year.

**The EYFS Profile** – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

We will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

We will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

We will report EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

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

The EYFS lead or class teacher, will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school will take 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 it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay. Assessment procedures will be set out in full in the Early Years Assessment Policy.

## **INCLUSION**

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

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

## **THE LEARNING ENVIRONMENT AND OUTDOOR SPACES**

The learning environment will be organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children will have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

## **Safeguarding and Welfare**

All necessary steps will be taken to keep the children in our care safe and well. 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 will be required to read this policy as part of their induction training.

The DSL is Mr Danny Jones (Head of School) and Mrs Jaz Khan (Lead DSL for South Hub). The deputy DSLs

are Miss Sophie Poxon, Mrs Josephine Evanson and Mr Sam Scadeng (Assistant Headteachers).

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will 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.

#### **Use of personal mobile phones by staff members**

Staff members will 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 will be safely stored and in silent mode whilst children are present.

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

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

Staff may use their professional judgement in emergency situations.

#### **Use of mobile phones by parents, visitors and contractors**

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

#### **Use of the school's mobile phones and cameras**

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection. School devices will only be used for work related matters, e.g. recording and documenting a child's learning.

#### **Computing lessons**

Computing lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education.

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This will include:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives children access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children to access a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

The Online Safety Policy will be always adhered to. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

## HEALTH AND SAFETY

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS lead or class teacher will report any accidents or injury involving a child to their parents on the day it occurs, via telephone or in person, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded on an accident slip, located in EYFS, these slips are shared with parents at the end of the school day. 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.

A first-aid box will be located in each of the EYFS classrooms.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines. Any food or drink provided to children will be healthy, balanced and nutritious as outlined in the Whole-School Food Policy. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water will be always available.

Smoking will not be permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures. The school has a Fire Safety Policy in place.



## **STAFF TAKING MEDICATION OR OTHER SUBSTANCES**

The school will implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff File.

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.

Any medication used by staff will be securely stored in the school main office.

## **STAFFING**

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable. Our centralised HR team carry out a series of checks including a criminal self-disclosure for all new staff as well as a barred list check.

Upon employment, all EYFS staff will 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 will be 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 will be supervised by the EYFS lead. 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.

EYFS settings need to ensure that 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 will hold a full and relevant level 2 qualification. Our setting employs two fully qualified teachers and at least two teaching Assistants with a Level 3 Qualification.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found from our school office.

The school will provide 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 will count towards the staffing ratios at level 3.

The school will adopt the following staffing ratios:

For children in Reception classes:

Class sizes will be limited to 30 children per school teacher and this is reported to the local authority for admission arrangements annually.

For children in Nursery classes:

Class sizes will be limited to 1:13 per adult (where there is a qualified teacher within the setting)

## **INFORMATION AND RECORDS**

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

The following information will be 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, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school will be 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

The following information will be made available to parents:

- The school's privacy notice for parents and children
- 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
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified 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.

## **PARENTAL INVOLVEMENT**

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be 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.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be 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.

## **TRANSITION PERIODS**

The following process will be in place to ensure children's successful transition to Year 1:

- Parents will be given relevant information about school procedures for Year 1 in the Summer Term, before the child transitions.
- Children will visit their new classrooms and their new teacher in the summer term, allowing the children to feel secure in the new environment
- Some children will be invited to attend our transition picnics with their parents where they get to meet their new teacher informally and parents can share relevant information about their child.
- In the summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

## **MONITORING AND REVIEW**

This policy will be reviewed annually by the EYFS Lead and the headteacher. Any changes made to this policy will be communicated to all relevant stakeholders. All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.