

# Early Years Foundation Stage Policy

**Signed:**

**Chair of Governors: A. Jenkins** *A. Jenkins*

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### **Contents:**

#### Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Aims](#)
4. [Learning and development](#)
5. [Inclusion](#)
6. [The learning environment and outdoor spaces](#)
7. [Assessment](#)
8. [Safeguarding and welfare](#)
9. [Health and safety](#)
10. [Staff taking medication or other substances](#)
11. [Staffing](#)
12. [Information and records](#)
13. [Parental involvement](#)
14. [Transition periods](#)

### Statement of intent

At Crackley Bank Primary School, 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** 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.”<sup>1</sup>

### 1. Legal Framework

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

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 2018
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- DfE (2023) ‘Early years foundation stage statutory framework’
- DfE (2023) ‘Early years foundation stage profile: 2024 handbook’
- DfE (2023) ‘Keeping children safe in education (KCSIE) 2023’
- DfE (2023) ‘Working Together to Safeguard Children 2023’

1.1. This policy is intended to be used in conjunction with the following school and trust policies:

- Early Years Foundation Stage (EYFS) Assessment Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

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<sup>1</sup> DfE (2017) ‘Statutory framework for the early years foundation stage’ p.5

### 2. Roles and responsibilities

- 2.0. The local governing committee has the overall responsibility for the implementation of this policy.
- 2.1. The local governing committee 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.
- 2.2. Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography Policy.
- 2.3. The local governing committee has responsibility for handling complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.
- 2.4. The EYFS lead, in conjunction with the Head of School, 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

- 3.0. Through the implementation of this policy, Crackley Bank Primary School 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.
- 3.1. Crackley Bank Primary School 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.
- 3.2. To put these principles into practice, the school:
  - Provides a balanced, knowledge based 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.
  - Implements a key person approach to develop close relationships with children.
  - Provides a safe and secure learning environment.

### 4. Learning and development

- 4.0. Crackley Bank Primary School offers an EYFS curriculum that is knowledge based, which also considers the observations of children's needs, interests and stages of development. The curriculum considers all seven areas of learning encompassing Crucial Knowledge, which provides a clear and sequenced curriculum, preparing them for their learning throughout the school.
- 4.1. The seven areas of learning and development are split into two sections – prime and specific; all the sections are interconnected and of equal importance.
- 4.2. The 'prime' areas of learning and development are:
- Communication and language
  - Physical development
  - Personal, social and emotional development
- 4.3. The 'specific' areas of learning and development are:
- Literacy
  - Mathematics
  - Understanding the world
  - Expressive arts and design
- 4.4. Crackley Bank Primary School prioritises the three prime areas of learning in Nursery to include both indoor and outdoor continuous provision, children are taught how to listen, speak clearly and meet the high expectations for behaviour promoting independence from the onset, including self-care.
- 4.5. **Early Reading and Writing;** Reading is at the heart of the curriculum design to capture children's interests and imagination. The curriculum is based around carefully chosen stories to teach children about what is important in their world as well as the wider world around them.
- 4.6. Phonics is taught daily using Jolly Phonics; a systematic synthetic phonics programme that teaches children to read accurately and fluently, supporting comprehension. In Nursery children are taught pre reading skills, including oral blending and segmenting to ensure they have the foundations necessary to read and write.
- 4.7. **Early Maths;** Number is an integral part of the EYFS curriculum, Crackley Bank Primary School uses the White Rose Maths Scheme as the basis of its mathematics curriculum. White Rose is a carefully sequenced scheme that builds up children's mathematical knowledge through clear explicit teaching. The focus in EYFS on number specifically is to ensure fluency and secure understanding of numbers to 10 and beyond.
- 4.8. Crucial Knowledge is taught through direct teaching and embedded through continuous provision. Real life experiences; school visits; experiencing wildlife in class and seeing knowledge in action will support children's understanding further, for example experiencing the changing seasons of the year or witnessing the life cycle of a butterfly.
- 4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activities. The combination of direct teaching and explicit modelling gives opportunities for application and practise within continuous provision and through recap weeks. This ensures that children can continually consolidate the knowledge they have learned.
- 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. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 4.12. The class teacher / 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.
- 4.13. 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, then school will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- 4.14. The Nursery and Reception curriculum provides a holistic and person-centred approach to teaching and learning. Staff are knowledgeable to what children need to progress socially, emotionally and educationally and respond to children's needs sensitively to develop independence and self-regulation. This in turn allows children to have the skills and knowledge required for a fluid, confident transition into Year 1 and fully embraces the school ethos of Care + Belief + Pride = Success.

#### 5. Inclusion

- 5.0. Crackley Bank Primary School values all children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 5.1. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.2. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 5.3. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 5.4. 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

- 6.0. The learning environment is organised in such a way that children can explore and explore and learn in a safe and interactive environment.
- 6.1. 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.
- 6.2. There are two toilet facilities available to the EYFS, and there are hygienic changing facilities located in the Nursery toilet area, containing a supply of gloves, aprons and spare clothes. Reception children also have use of the toilets in the corridor area.

#### 7. Assessment

- 7.0. 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.
- 7.1. Parents will be kept up-to-date with their child's progress and development throughout the year at parents' evenings, and the class teacher will address any learning and development need in partnership with parents if they arise. An annual report will be given to parents discussing strengths, development points as well as attainment and progress.

- 7.2. Ongoing formative assessments are 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.
- 7.3. 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.
  - Each child's individual Assessment Profile Booklet will provide half termly opportunities for staff to check that children are on track in their learning journey.
  - Learning Journeys in Nursery will document significant achievements through photos, observations and child voice, Reception children will have Phonics, English and Maths books to evidence their learning.
- 7.4. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.
- 7.5. The EYFS lead 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.
- 7.6. 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 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.

## 8. Safeguarding and welfare

- 8.0. Crackley Bank Primary School takes all necessary steps to keep the children in our care safe and well.
- 8.1. 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

- 9.0. The school will promote good health of children in the EYFS, including the promotion of good oral health.
- 9.1. A first-aid box is located in each classroom within the store room. The Nursery classroom has a first-aid cupboard, which is locked.
- 9.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered, unless it is paracetamol and parents have signed to say it can be administered.
- 9.3. The school's Administering Medication Policy outlines the procedures for administering medicines.
- 9.4. The class teacher 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 on the accident and injuries forms then emailed to the office staff, copies will also be located in the medical file within each store room. These forms will then be taken to the school office.

- 9.6. The Executive 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. The school has a lockdown policy in place
- 9.9. Any food or drink provided to children is healthy, balanced and nutritious.
- 9.10. The Executive headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 9.11. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 9.12. Fresh drinking water is available at all times.
- 9.13. Smoking is not permitted on the school premises.
- 9.14. The Health and Safety Policy outlines Crackley Bank Primary School's full health and safety policies and procedures.

#### 10. Staff taking medication or other substances

- 10.0. The school implements a zero-tolerance approach to drugs and alcohol misuse.
- 10.1. 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.
- 10.2. 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.
- 10.3. Any medication used by staff is securely stored in class store rooms or in the school office.

#### 11. Staffing

- 11.0. Crackley Bank Primary School has a robust Recruitment System in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 11.1. 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.
- 11.2. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 11.3. All members of staff who have contact with children and families will be supervised by the EYFS lead in liaison with the Head of School. 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.
- 11.4. There will be at least one member of staff in each EYFS classroom at all times who has a current paediatric first-aid (PFA) certificate.



- 11.5. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- 11.6. Crackley Bank Primary School will organise PFA training to be renewed every three years.
- 11.7. The list of staff who hold PFA certificates can be found in the school entrance, and inside each classroom.
- 11.8. Crackley Bank Primary 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'.
- 11.9. The school adopts the following staffing ratios:
  - For children aged three and over:
    - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one 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 one member of staff for every eight 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.
  - For children in Reception classes:
    - Class sizes will be limited to 30 pupils per school teacher.
- 11.10. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- 11.11. Parents will be informed about staffing arrangements.
- 11.12. The class teacher is the child's key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. TAs will support this role.

## 12. Information and records

- 12.0. Crackley Bank Primary School stores and shares information in line with the Data Protection Act 2018, and with regard to the school's Data Protection Policy. (GDPR Policy)
- 12.1. 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
- 12.2. 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
- 12.3. 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
- Information about the policies and procedures in place in the school
- Staffing details

12.4. Crackley Bank Primary School 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

### 13. Parental involvement

- 13.0. At Crackley Bank Primary School, we firmly believe that the EYFS cannot function without the enduring support of parents.
- 13.1. Parents attend welcome meetings to gain vital information about our school. Transition visits with parents to the setting are strongly encouraged and introduction meetings and 'My Story' questionnaires are a vital part of our transition into school. Alongside this staff visit children in their present setting to get the full picture of a child to support them when in school.
- 13.2. 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.
- 13.3. 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.
- 13.4. 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, which will be added to the child's 'Learning Journey' book.

### 14. Transition periods

14.0. The following process is in place to ensure children's successful transition from Nursery to Reception and then Reception to Year 1:

