

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

*'Love like Jesus. Learn like Jesus. Live like Jesus'*

# EYFS Policy

## 2023-24

### DOCUMENT STATUS

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## Statement of intent

At St. Stephen's Catholic 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 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.

## **1. 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
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2021'
- 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'

This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Equal Opportunities Policy: Pupils
- Special Educational Needs and Disabilities (SEND) Policy
- Administering Medication Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing body is responsible for:

- 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.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS/KSI lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

### 3. Aims

Through the implementation of this policy, we 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:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents/carers.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.

## 4. Learning and 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.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are 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, the school 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.

- 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.

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

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.

### **Tapestry**

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place in school and at home to be shared with parents/carers, and is used as a way of showing a broader picture of a child's development and progress.

### **Aim**

- To gather information that informs our understanding of a child's development and next steps
- To ensure that our children have equal access to a broad and balanced curriculum
- To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment
- To involve all significant people in a child's life
- To monitor the development and progress of every child
- To assist in the monitoring, evaluation and planning of the curriculum
- To share information with staff, parents/carers and other agencies
- To produce written information that will be forwarded to the child's Year 1 teacher.

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.

The school reports 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 Reception 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 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/carers to establish their home language skills to establish whether there is cause for concern about a language delay.

## **6. Inclusion**

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy: Pupils ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures 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 SENDCo, Mrs Georgiou.

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

## **7. The learning environment and outdoor spaces**

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

Children 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.

There are a number of accessible toilets available to the EYFS, located just outside the classroom.

## **8. Safeguarding and welfare**

All necessary steps are 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 Policies, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL is Mrs Georgiou (Deputy Headteacher). The deputy DSL is Mr Hatton (Headteacher).

The DSL is 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.

## **9. Mobile phones and devices**

Staff members **must 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 should be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must 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 must 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 Policies 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**

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

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

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

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

Staff are provided with a school device (iPad) to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection.

School devices must only be used for work related matters, for example recording and documenting a child's learning. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent/carer.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns including the use of body maps, on our CPOMS online safeguarding log, will be used to record observations relating to child protection concerns – these will be followed up with actions and further investigation by the DSL or Deputy DSL.

School devices must not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they must

report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies.

## 10. IT lessons

IT 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. When teaching IT and utilising technology, e.g. laptops and tablets, the school will have due regard for the 'Education for a Connected World' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using IT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

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

- **Communication and language:** IT 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 pupils 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:** IT 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.

Teachers will not use formative assessments for IT, but will use summative assessments to help track children's progress. Resources will be shared fairly between pupils and, where needed, tasks and equipment will be adjusted to suit pupils' needs and abilities.

Staff delivering the IT curriculum will be responsible for:

- Encouraging pupils to apply their knowledge, skills and understanding of IT in other areas of learning.
- Tailoring lesson delivery according to pupils' age and respective abilities.

- Working with the IT technician to put reasonable adjustments in place to ensure all pupils can make use of the school's IT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the EYFS/KSI lead informed about how the aims of the settings IT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The E-Safety Policy will be adhered to at all times. This includes installing internet filters and anti-virus software on all devices and ensuring pupils are supervised appropriately when using the internet. In the event of pupils accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

## **11. 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 will report any accident or injury involving a child to their parents/carers on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the classroom and medical room. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to the Local Authority 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 is located in the Reception Classroom and in the Medical Room

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 is healthy, balanced and nutritious as outlined in the Whole-School Food Policy. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

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

## **12. Staffing**

A robust Safer Recruitment Policy is in place which adheres to KCSIE 2023 updated guidance, 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 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/KSI 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.

Mrs Doyle is the Reception Class Teacher. Mrs Georgiou (DHT) will provide cover for the Reception Class Teacher in their absence and is deemed fully qualified to do so by the headteacher. Mrs Jones is the Reception Class Teaching Assistant.

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.

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'. The school adopts the following staffing ratios:

- For children in Reception classes:
  - Class sizes will be limited to 30 pupils per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents/carers will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

### **13. Information and records**

Information is 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 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, 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 is made available to parents:

- The school's privacy notice for parents/carers and pupils
- 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

## **14. Parental/carer involvement**

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

Parents/carers 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.

Parents/carers are asked to sign permission slips for any visits out of school, use of photographs of their child for online learning journeys (Tapestry), the school website and Facebook and using the internet at school.

Parents/carers 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 during transition meetings and visits in the Summer Term before the children start school in September.

## **15. Transition periods**

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

- The children are invited to a number of visits throughout the year to the Year 1 classroom.
- The first visits are informal allowing the children to feel secure in the new environment.
- In the Summer term, the children visit at least once without the support of the Reception Class teacher or teaching assistant/s.
- 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.

## **16. Monitoring and review**

This policy is reviewed annually by the governing body 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 are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is November 2024.