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MULTI-ACADEMY TRUST

EYFS Policy

Roxton CE Academy

Policy type	Trust Localised Policy
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Author/Responsible Officer	EYFS Lead/HT
Board to be ratified	LGB
Approved by	Chair of Governors
Date of ratification	September 2022
Date of next review	September 2023

EYFS Policy

MISSION STATEMENT

Roxton CE School provides the firm foundations to enable all to flourish and grow, with high expectations and aspirations under the guidance of our Christian values. We aspire to develop good citizens who foster love, respect and responsibility reaching out to the local community and the wider world.

“In faith we learn and grow together”

Our vision and values are taken from the parable of the wise man who built his house upon a rock, as found in Matthew 7:24–27.

“To build our lives on solid foundations so that we can withstand the storms of life.”

Aims

At Roxton CE Academy we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS Statutory Framework: ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.’

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years 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 practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

Roles and responsibilities

The governing board will be 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 and Images 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 lead, in conjunction with the headteacher, will have responsibility for the day-to-day implementation and management of this policy.

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

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

Learning and development

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which they can be active, explore and think creatively. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school.

Practitioners working with the youngest children in Pre-School will focus strongly on the three prime areas:

- 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.

The Prime areas are foundations for successful learning in the other four specific areas of the Early Years curriculum. As these are secured, the balance will shift towards a more equal focus on all areas of learning.

The curriculum is delivered using a play-based approach as outlined by the EYFS. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, Early Years practitioners interact to stretch and challenge children further. Children will also be involved in large group adult-led activities. These might include regular story time and singing. In line with the rest of the school, we follow White Rose Maths, Jane Considine Writing and Read Write Inc Phonics scheme.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

The learning environment and outdoor spaces

The learning environment is organised in such a way that children can investigate 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 **three** toilet facilities available to the EYFS and there are hygienic changing facilities located near the toilets containing a supply of towels and spare clothes. Nappy-changing facilities are also available. We ask that any children still in nappies wear pull-ups so they can be encouraged to use the toilet independently while in school.

Assessment

In the first few weeks of a child's time in their reception year, a Baseline Assessment will take place. This is a fun collection of activities done with an adult they know, at the child's pace. There are no expected targets a child should be aiming for or any success criteria for these activities. They are simply a snapshot of what they could do on that day at that time.

As part of our daily practice, we observe and assess children's development against the Early Learning Goals to inform the children's next steps, future plans and build an overall understanding of our children and their interests. This is recorded using Tapestry. We invite parents to add achievements at home so we can build up a complete picture of our children at both home and school. Observations should always be meaningful and of value.

At Roxton we take part in moderation with other schools within our Trust and Bedford Borough to ensure our good practice and that our assessment is accurate.

Parents will be offered either a face-to-face meeting and/or a written report to discuss their child's progress every term.

At the end of Reception in preparation for their move into Key Stage 1, children will take a PIRA (to assess reading) and PUMA (to assess mathematics). The results of these assessments are not published but are used to inform planning within school and to moderate our results across other schools within our Trust.

The school 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.

The school 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 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.

Inclusion

We value all our children as individuals at Roxton, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The 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.

Mobile phones and devices

For the purposes of this policy, the term "**mobile phone**" refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

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

Posters will be used around the school to indicate that it is a mobile-free zone.

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.

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

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. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

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

The DSL is Alison Barden, Headteacher. The deputy DSL is Jo Hearn, Senior Teacher.

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.

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 on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents, both via the ClassDojo communication app. Accidents and injuries will be recorded in an accident book, located in the Teachers cupboard (next

to the cloakroom pegs). 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 is located in the Teachers cupboard (next to the cloakroom pegs).

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. 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 is available at all times.

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

Staffing

A robust Safer Recruitment Policy is in place, 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.

The EYFS lead will hold 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.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

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.

Parents/Carers as Partners and the Wider Context

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

The teachers are happy to communicate via ClassDojo and will always respond at their earliest opportunity

Parents are asked to complete admission forms and a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

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.

We strive to create and maintain a partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Pre-School/Reception to develop familiarity with the setting and practitioners. They complete an 'All about me' sheet.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

On entry to Year 1, children will continue to be provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and are active.

Monitoring and Review

The trust has delegated Roxton CE Academy the responsibility for reviewing the implementation and effectiveness of this policy. The Local Governing Board will approve all major changes to this policy. The policy will be promoted and published on the school's website.

This policy is reviewed annually by the Early Years Lead, the Local Governing Board and the headteacher.

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.