



The Winns Primary School

Early Years Foundation Stage Policy (EYFS)

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1. Policy Aims

- Children access a broad, balanced and relevant curriculum that is sensitive to the needs of the child, including children with additional needs
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- We provide a safe, stimulating and caring environment which is sensitive to the needs of all children.
- We work in partnership with families and value their contributions ensuring that all children thrive and learn in an environment where they are valued and cared for.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

The EYFS includes all children from birth to five years of age. The children in our EYFS setting are between 3 and 5 years of age and include children in Nursery and Reception. Although Nursery and Reception share the same building, they have separate play spaces.

Nursery

Children start Nursery the term after their third birthday. We offer both part-time (15 hours funded) and full-time (up to 30 hours funded) places. Most children who have a 15 hour place attend Nursery for three days a week. Children who are entitled to a 30 hr place, usually attend Nursery for 5 days a week. Additional top-up days may be available on request. There is a daily charge for these additional days. Our nursery hours are 9am – 3.20 pm. The Nursery is led by a qualified teacher, supported by other qualified staff including two nursery officers.

Reception Year

Most children start school full-time in the September after their fourth birthday. Our school has three reception classes, all of which are part of the Early Years building/setting. Each class has a qualified teacher and an additional teaching assistant. Children mix freely across the three classes when learning outside.

Wrap around care is provided for children in Nursery and Reception. Although we try to offer places to all children who need them, places are popular and not guaranteed .

4. Curriculum

The EYFS is based around four principles:

- **A unique child** - we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships** - we recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments** - we recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development** - The Early Years is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest.

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or a disability, staff consider whether specialist support is required, linking with relevant services from other agencies,

where appropriate. Our SENCO is very involved in planning and working with children in Early Years and works closely with families if children need additional support.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

The development of language is prioritised in Early Years. Children are immersed in a language rich curriculum and all staff are trained to develop oral language through rich play opportunities.

5. Assessment

At The Winns, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by families.

Within the first 6 weeks of starting Reception, all children will complete a baseline assessment (RBA). This is a statutory assessment which focuses on early literacy, communication, language and maths skills.

At the end of the EYFS, staff complete an EYFS profile for each child. Pupils are assessed against the seventeen early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with families. .

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Once your child starts Nursery, you will be notified of your child's key worker. Your key worker will work closely with your child, build a special relationship with them and communicate with you about your child. Your key worker will be available to talk to you after school or at drop off time. They will also invite you to parent meetings during the year to update you about the progress your child is making.

7. Safeguarding and welfare procedures

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them (Statutory Framework for EYFS 2021)

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. In Early Years at The Winns we:

- provide a setting that is welcoming, safe and stimulating where children can grow in confidence
- promote good health, including oral health
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ensure that all adults who look after the children, or who have unsupervised access to them are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe

We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children (see the school's Safeguarding & Child Protection Policy).

Intimate Care - intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. Depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care in Early Years is linked to personal hygiene.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the written permission of the parent or carer of that child and all parents and guardians will be asked to provide that permission when their child joins the nursery at The Winns

We promote good oral health, as well as good health in general, in the early years. Children learn about the importance of making healthy food choices. They are taught how to brush and look after their teeth and learn about the roles of doctors and dentists. We run workshops for families to promote good oral hygiene and promote events including National Smile Month.

7.1 Supervision for staff in Early Years

The new Early Years' Foundation Stage (September 2012) places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement. As we strive to improve outcomes for all children and families, and narrow the gap in achievement of vulnerable children, safe systems and the effective management of staff performance and well-being are of prime importance.

Purpose of Supervision

- To develop confidence, and increase skills and insight when working with children, parents and communities.
- To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust and respect.
- To provide a reflective and safe space to address issues and dilemmas experienced by staff members in their work roles
- To increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with our school's values, policies and procedures.

- To identify and review personal development needs and activities for staff that relate to their roles and the needs of the school.

What does it look like in practice?

- Each member of staff has a supervisor – this will usually be the member of the leadership team that supports their performance management.
- Supervision will be in addition to performance management, be face-to-face, and take place in a setting private and free from disturbance.
- Supervision will be on a six weekly basis – the frequency may change depending on circumstances, such as complex child protection issues – and supervision sessions will last between 45 mins -1.5 hrs.
- All supervision is recorded by the supervisor, shared with the supervisee and stored.
- During every supervision meeting, it is essential that both the supervisor and supervisee make a note of decisions made and actions required, and these actions are formally agreed at the end of the meeting.

7.2 First Aid

At least two members of staff in Early Years have current paediatric first Aid training. A fully trained paediatric is always on site and available for children in Early Years.

7.3 Medical Needs

If a child has medical needs we will draw up a medical plan with medical professionals, staff and parents/carers. If a child has a specific medical need, we ensure that staff receive the appropriate training needed to support the child (see medical needs policy for further information). We are only able to administer medicine that has been prescribed by a doctor and only if we have written permission from a parent/carer.

7.4 Food and Drink in Early Years

Fruit and fresh water is available to all children in Early Years. All children can have a hot meal at lunchtime or bring in a healthy packed lunch. We ask all parents to provide us with information before their child starts about any food allergies. We are a nut free school and ask all families not to send in any nut based products.

Please refer to our Safeguarding & Child Protection Policy for further information about safeguarding at The Winns.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher & Curriculum Committee every two years.

Appendix 1. List of statutory policies and procedures for the EYFS

Copies of our policies are available on our website

Statutory policy or procedure for the EYFS	Where can it be found?
Child Protection & Safeguarding policy and procedures	See Child Protection and Safeguarding policy on school website
Procedure for responding to illness	See Health and Safety policy and First Aid policy
Administering medicines policy	See Supporting Pupils with Medical Conditions policy
Emergency evacuation procedure	See Health and Safety policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding policy on school website
Procedure for dealing with concerns and complaints	See Complaints policy on website