



The Nethersole CofE Academy EYFS Policy Academic Year 2023 to 2024

EYFS Policy – Written by Mrs L Satchell – Assistant Headteacher and EYFS Lead.

Date Policy Adopted – September 2023.

Reviewed – Every 3 years.

Date Policy Ratified by LAB	27th September 2023
Headteacher	Mrs S J Goode
Chair of Governors	Mr C Mansell
Review Date	September 2026



Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that provides the knowledge and skills needed to be lifelong learners.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

“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. A secure, safe and happy childhood is important in its own right.” Statutory framework for the early years foundation stage, Department for Education 2021

Our EYFS Intent and Aims

At The Nethersole C of E Academy we aim to;

- ensure that each child a happy, positive and enjoyable start to their school life within a safe and secure environment.
- establish solid foundations and foster a deep love of learning.
- enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever-changing world.
- to offer a broad and rich curriculum.
- encourage children to develop independence within a nurturing and supportive environment.
- support children to build relationships with their peers through the development of social skills such as cooperation and sharing.
- help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals.
- provide staff with ongoing career professional development to refine and extend the knowledge and skills needed to be successful EYFS practitioners.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children attend from the age of two.

The EYFS is based upon four principles:

- 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 practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

Implementation

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a fun, creative curriculum and stimulating learning environment.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which each child's contribution is valued.
- monitoring children's progress and taking action to provide support as necessary.

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

Areas of Learning

The EYFS consists of seven areas of learning:

PRIME AREAS

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

SPECIFIC AREAS

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

These areas are delivered through various themes and linked closely together. All areas are delivered through a balance of adult led, adult initiated and child-initiated activities. At The Nethersole C of E Academy we recognise that children develop in different ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments. The characteristics of effective learning are used to assess how children learn and give insight into how to extend their learning. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. We encourage children to become confident and independent learners.



Characteristics of Effective Learning

'The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner'. (Development Matters 2022).

We carefully observe how children learn in Nursery and Reception in order to develop and extend opportunities through:

- **playing and exploring** - where children investigate and experience things, and 'have a go'.
- **active learning** – where children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **creating and thinking critically** – where children have and develop their own ideas, make links between ideas, and develop strategies for doing things'.

Positive Relationships

At The Nethersole C of E Academy we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful and professional relationships with children and their families. Through secure and trusting relationship children develop the confidence to take risks and develop independence. We highly value the parents'/carers' role as educators and work hard to develop a partnership with them in their child's learning.

Key Person Approach

At The Nethersole C of E Academy, the class teacher is responsible for the well-being of all of the children in their Foundation class. In Nursery, each child is assigned a "Key Person" who is a Nursery Assistant.

The key person's responsibilities include:

- Helping the child to become familiar with the setting.
- Building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.
- Responding sensitively to the child's needs, feelings, ideas and behaviour.
- Ensuring that the learning opportunities on offer meet the needs of each child.

Parents as Partners

We recognise the important role parents play in educating their children. Together we can have a significant impact upon a child's learning.

Parental involvement includes:

- having high quality discussions with parents/carers during our induction process to Nursery and Reception.
- operating an open-door policy where parents are welcome to speak to staff at a time convenient to all throughout the day.



- attending Nursery and Reception progress meetings.
- daily contact between staff and parents at the beginning and end of the day.
- providing Nursery and Reception parents with a written report on their child's attainment and progress at the end of each school year.
- family learning sessions in Nursery and Reception.
- sharing achievements and special events in school via 'Class Dojo'.

Enabling Environments

At The Nethersole C of E Academy we recognise the importance of having a rich learning environment. We provide stimulating, developmentally appropriate resources which are accessible and open-ended to be used, moved and combined in a variety of ways.

High quality Continuous Provision offers children opportunities to initiate their own learning within the setting.

Enhancements are added to reflect current events, the children's interests to practice, deepen and extend learning.

Learning and Development

At The Nethersole C of E Academy we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning. In Nursery and Reception, children are taught in whole classes and small groups. Throughout the day children learn in various ways either through adult led, adult initiated or child led activities.

Play

'Play provides the natural, imaginative and motivating contexts for children to learn about themselves, one another and the world around them. A single moment of sustained play can afford children many developmental experiences at once, covering multiple areas of learning and reinforcing the characteristics of effective learning.' (Ofsted; Teaching and Play in the Early Years- a Balancing Act? 2015)

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and help to extend thinking and learning. Children are encouraged to try new activities and judge risks for themselves. They have the opportunity to think creatively alongside other children as well as on their own.

Outdoor Learning

Both Nursery and Reception children have an outdoor area used all year round and in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. All children in Nursery and Reception also have access to the school's outdoor learning environment providing various opportunities for learning. Reception children take part in weekly 'Forest School' sessions led by Anna Tweed. (Forest School Leader)



Observation, Assessment and 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 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 disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

At The Nethersole C of E Academy, 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 consider observations shared by parents and/or carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 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 parents and/or carers for their child.

The profile is moderated internally (referring to The Statutory Framework for EYFS 2023, Development Matters 2021 and Birth to Five Matters) and in partnership with other schools in the BDMAT, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. The children take part in a range of educational visits and/or experiences linked to their topic work. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.



Transition

Nursery and Reception staff work together throughout the year to ensure a smooth transition takes place when children enter Reception in September. Nursery children are invited to attend story sessions and settling in sessions in Reception during the summer term. Nursery and Reception staff work together to plan for exciting learning opportunities for all children in EYFS to work together throughout the year. Nursery children use the PE hall, main hall and the KS1 playgrounds.

In the Summer term, Reception teachers visit children starting in September in their own Nursery settings to liaise with staff and to begin forming positive relationships with the children. Children and parents are invited into school for a series of play and stay sessions. Parents are also invited to attend a meeting with their child's class teacher to share information about their child.

Impact

We recognise that children have varied starting points therefore we have high expectations that all children will make good progress across all areas of the EYFS curriculum.

The impact of the EYFS curriculum is also measured by how effectively it helps our children develop into individuals who embody our school values and carry with them the knowledge, skills and attitudes which will help to make them life-long learners.

At the end of EYFS, we aim for our children to;

- to have high aspirations.
- to be inquisitive and curious about the world around them.
- have strong communication skills, both written and verbal.
- to listen respectfully and with tolerance to the views of others.
- take pride in all that they do, always striving to do their best.
- demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- develop a sense of self-awareness and become confident in their own abilities.
- be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos recorded on Tapestry (Nursery).

The judgements of our school are moderated with other schools within BDMAT.

Safeguarding

In our school, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm. In Nursery and Reception we follow the guidelines and procedures set by school and Warwickshire County Council. In EYFS, we follow the School's Safeguarding and Child Protection policy.

Laura Satchell, the Early Years Leader is a DSL. The Deputy headteacher, Asilah Deakin is the Designated Safeguarding Lead. All DSLs have also received training in Early Help.



All staff in Nursery and Reception receive regular safeguarding training and are aware of the necessary procedures. All staff in Nursery and Reception have regular supervision with the Early Years Leader. Staff are encouraged to share any concerns they have regarding children or members of staff at the earliest possible opportunity. Any concerns raised are recorded on CPOMS by members of staff.

Mobile Phone Use

All personal mobile phones are stored in a safe place whilst supervising children. Cameras and I-pads are used to record progress and to enable the engagement of parents in their child's learning, parents give permission for this to take place. Mobile phones are never used to take photographs of children, staff have school equipment and this is used. Once the photographs are uploaded they are removed from the camera. Consent for photographs is obtained from parents/ carers and are stored appropriately.

Food and Drink

All children in the EYFS have a daily 'Snack Time'. A range of healthy snacks are available, supplied by "The School Fruit and Vegetable Scheme". Children are supported to wash their hands with soap before selecting a snack. Fresh drinking water is available at all times and in hot weather, it is also provided in the outdoor area.

All food is stored according to manufacturer's recommendations and in line with food hygiene legislation.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and in the register and all practitioners have regard to this when putting out food and drink during Snack Time and when leading a cooking or food tasting activity.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- Phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child
- Sit with the child in a quiet place away from other children, if possible, until the parents arrive
- If the child has had sickness or diarrhoea, explain the policy of at least a 48-hour clearance of either symptom before the child may return

Accidents and Injuries

In the case of an injury, appropriate first aid will be administered by a qualified pediatric first aider. First aid equipment is kept in Nursery and in the Reception classrooms. Its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at playtimes and lunchtimes.

All accidents are recorded in the Nursery accident book (Nursery) and signed by the member of staff who dealt with the incident. Accidents in Reception are recorded on Evolve. The staff member dealing with the incident is responsible for



completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

Medicines

Only drugs/medicines prescribed by a registered Medical Practitioner will be administered to children. Parents should complete and hand in a Medication Consent Form, along with medicine, to a member of staff. Drugs/medicines must only be administered to the child for whom they are prescribed and all drugs/medicines must be kept in the original container stating whom they are prescribed for and dosage information. Unwanted or unused medicines must be returned to the parent for disposal. A record of the drugs given will be made indicating the time, dosage and signed by the person administering the dose.

Training for prescribed medication that is invasive i.e. EPIPENS etc. is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents and the school nurse.

We have daily contact with parents at the beginning and end of each day.

Appendix:

Useful websites:

Statutory Framework for Early Years Foundation Stage - Updated 2023

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Development Matters - Updated 2023

<https://www.gov.uk/government/publications/development-matters--2>

Birth to Five Matters

<https://birthto5matters.org.uk/>

<https://www.gov.uk/government/publications/progress-check-at-age-2>

