

Early Years Policy

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
07/04/18	07/04/19	Alison Mann	Juliette Foster	

Statement of Intent

At Marlcliffe 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.”¹

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

Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 1998

1.1. This policy has due regard to statutory guidance, including, but not limited to, the following:

DfE (2017) 'Statutory framework for the early years foundation stage'

DfE (2018) 'Keeping children safe in education'

DfE (2015) 'Working together to safeguard children'

DfE (2015) 'The prevent duty'

Roles and Responsibilities

The governing body has the overall responsibility for the implementation of this policy.

- The governing body 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.
- The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Aims

Through the implementation of this policy, Marlcliffe Primary School aims to:

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.

Marlcliffe 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.

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.

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.

Learning and Development

Marlcliffe Primary School offers an EYFS curriculum based on an observation of children's needs, interests and stages of 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.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

Communication and language - Listening and attention, Understanding, and Speaking

Physical development - Moving and handling, Health and self-care

Personal, social and emotional development - Self-confidence and self-awareness, Managing feelings and behaviour, and Making relationships

The 'specific' areas of learning and development are:

Literacy – Reading and Writing

Mathematics – Numbers, Space, shape and measure

Understanding the world - People and communities, The world, and Technology

Expressive arts and design - Exploring and using media and materials, and Being imaginative

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS lead and class teachers 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.

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, the EYFS lead or class teacher will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

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.

Inclusion

Marlcliffe Primary School values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

- The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- The Inclusion Policy 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 special educational needs coordinator Karen Cashmore (SENCO).

The Learning Environment and Outdoor Spaces

Our Foundation Stage area consists of three classrooms connected by double doors which are open for most of the day to allow free-flow between rooms and with direct access to the outside. 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. Access and security is of paramount importance, the outer doors have timed locks and inner doors have combination locks. The school has three gates, which are locked during school hours and access is gained via an intercom system to the school office.

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. Our assessment of pupil progress through the Foundation Stage is based on regular and close observations as well as questioning, listening and discussion with individual children. In this way, we are able to make professional judgements about what children have learnt as well as through the activities children have completed.

- Parents will be kept up-to-date with their child's progress and development, and the EYFS lead and class teachers will address any learning and development need in partnership with parents.
- Parents have access to their child's online learning journal and are encouraged to contribute with significant events that happen at home.
- Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

Safeguarding and Welfare

Marlcliffe Primary School takes all necessary steps 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. Alison Mann, Headteacher is the designated safeguarding lead and has completed safeguarding training for the under 5's.

Health & Safety

- Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. Parents must complete and sign a medicines form with details of dose etc. First aiders will administer medicines and record when they have done so.
- The school's Administering Medication Policy outlines the procedures for administering medicines.
- 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.
- Accidents and injuries will be recorded in an accident file, located in the first aid room.
- 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.
- The school has a Fire Evacuation Plan in place.
- 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 Marlcliffe Primary School's full health and safety policies and procedures.

Staff Taking Medication or Other Substances

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.

- 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.
- 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.
- Any medication used by staff is securely stored in the school office.

Staffing

Marlcliffe Primary School has a robust Recruitment Policy in place, which aims to ensure that members of staff employed in the EYFS are suitable. The Headteacher and school manager have completed safer recruitment training. All staff in school have enhanced DBS checks.

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.
- There will be at least one member of staff in the EYFS setting at all times who has a current paediatric first-aid (PFA) certificate. This is renewed every three years.
- Marlcliffe 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'.
- In Reception the class teacher is the named key worker for each child in the setting. Their role is to ensure that every child's care is tailored to meet their individual needs.

Information & Records

Marlcliffe Primary School stores and shares information in line with the Data Protection Act 1998, 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, and which parent or carer the child normally lives with

The emergency contact details of the child's parent or carer or another relative who may collect in the event of an emergency. A child's first language, religion, any medical issues and the name of their GP are also recorded.

Safeguarding information is recorded on the CPOMS system which is password protected. The Safeguarding Team has electronic fobs to access information. This information is shared with receiving schools if a child leaves.

The following information about the school is recorded:

The school's name, address and telephone number

The school's Ofsted 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 for FS2 (class teacher)

The following information is made available to parents on the school website:

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's EYFS

Staffing details

Admission arrangements

Marlcliffe 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

Parental Involvement

At Marlcliffe Primary School, we firmly believe that the EYFS cannot function effectively without the enduring support of parents.

- Parents are invited to 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 are also invited to information sessions, workshops and 'stay and play sessions.'

- Parents are asked to complete admission forms, permission forms and a medical form, when they start school.

Monitoring & Review

This policy is reviewed every 2 years by the Governing Body and the Headteacher.

- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.
- The next scheduled review date for this policy is September 2020.

This policy was last reviewed in September 2018 and will be reviewed bi-annually or earlier if significant changes are made to the EYFS guidance.