

Early Years Foundation Stage Policy

Spring 2024



Statement of intent

At Thackley 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, on 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 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

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
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy is intended to be used in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Early years foundation stage \(EYFS\) statutory framework](#)' in line with statutory requirements.

The headteacher will be responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.

- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage [\(EYFS\) statutory framework](#)'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.

All teaching and support staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current 'Early years foundation stage [\(EYFS\) statutory framework](#)' and the requirements therein.
 - The DfE's current '[Early years foundation stage profile handbook](#)'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

3. Aims

Through the implementation of this policy, Thackley Primary School aims 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.

Thackley 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 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.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implement a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

4. Learning and development

Thackley 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.

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

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

- 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, use what they know in their play and are willing to try new 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.

5. Inclusion

Thackley 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. We 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 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 (SENCO).

6. The learning environment and outdoor spaces

At Thackley Primary School we recognise that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas such as a construction area, sand and water, mark-making area, workshop area and painting, role-play, small world and block area and many more. We have a mixture of continuous and enhanced provision to key engagement levels high.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

7. 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.

Ongoing formative assessments will be 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.

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.
- Learning Journey displayed on the wall- work presented to show learning and progression throughout each half term and the school year.

Parents will be kept up-to-date with their child's progress and development, and the class teachers will address any learning and development need in partnership with parents.

Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.

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. 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 to establish their home language skills to establish whether there is cause for concern about a language delay.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

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. 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 to establish their home language skills to establish whether there is cause for concern about a language delay.

8. Safeguarding and welfare

Thackley Primary School will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
Support and understand behaviour.
- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. 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 will be required to read this policy as part of their induction training.

The DSL is Mrs Kate Bainbridge. The deputy DSLs are Mrs Annette Patterson, Miss Philippa Stanworth, Mrs Fiona Shiel and Mrs Tracey Burdett.

The DSL will be 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.

Where there are concerns about a child's safety or welfare the school will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.

- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

9. Health and safety

Thackley Primary School will promote the good health of children in the EYFS, including the promotion of good oral health through our teaching and care for the children.

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.
- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Food and drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents about a child's dietary needs.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.

Supporting and understanding children's behaviour

The school will:

- Take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property

10. Safety and suitability of premises, environment and equipment

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This will be kept in both the Nursery and Reception Classrooms.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in both Nursery and Reception Classrooms.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Ensure there are an adequate number of toilets and hand basins available. There will be 8 toilet facilities available to the EYFS, with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These will be located near Nursery and Reception toilets.
- Ensure there is an adequate supply of spare clothes, and any other necessary items.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Outings

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

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

The school will have a Fire Safety Policy in place.

11. Staffing

Thackley Primary School has a robust recruitment procedure in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff will 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 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.

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.

- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- PFA training is renewed every three years and is relevant for people caring for young children. The list of staff who hold PFA certificates can be found in the First Aid Room.
- All staff who have obtained a level 2 or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

The school will adopt the following staffing ratios:

For children aged three and over:

- In registered early years provision where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children, there will be:
 - One member of staff for every 13 children.
 - At least one other member of staff will hold an approved level 3 qualification.
- In registered early years provision where a staff member with QTS, Early Years Professional Status, Early Years Teacher Status, or another suitable level 6 qualification is not working directly with the children, there will be:
 - One member of staff for every eight children.
 - At least one other member of staff will hold an approved level 3 qualification.
 - At least half of all other staff holding an approved level 2 qualification.
- In maintained nursery schools and nursery classes in maintained schools:
 - There will be at least one member of staff for every 13 children.
 - At least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002.
 - At least one other member of staff will hold an approved level 3 qualification.

For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.

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

12. Parental involvement

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

Parents are invited to parents' evenings twice a year. The school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day although an appointment may need to be made if a longer or confidential meeting is required.

Parents receive a report on their child's attainment and progress at the end of each school year and parents of Reception children also receive a mid-year report.

We arrange a variety of activities throughout the year that encourage collaboration between child, school and parents: school visits, school plays, May Day Parade, information sessions e.g. Phonics etc.

We provide parents with opportunities to celebrate their child's learning and development at home by completing "wow" moments which inform planning and provision.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school and are asked to complete various admission forms and a medical form to ensure we have the correct details for each child.

13. Transition

Starting Nursery

During the summer term prior to a child's entry into the Nursery, the following procedures ensure successful settling into Nursery

- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express in the summer term prior to starting Nursery.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to visit the Nursery with parents.
- The start dates for Nursery in September are staggered allowing children to settle in small, comfortable groups.

From Nursery or Private Settings to Reception

During the summer term prior to a child's entry into the Reception, the following procedures ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express in the summer term prior to starting reception.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to visit their Reception class with parents.
- Members of staff from Thackley Primary School make visits to some local Private Nurseries in the summer term prior to the children starting in Reception. Other nurseries and Child Minders are contacted by telephone for an information sharing discussion.
- Children not attending a nursery or Child Minder will have a Home Visit by two members of the EY Team.
- Children requiring extra support will have the option of additional visits regardless of their setting.
- The start dates for Reception in September are staggered allowing children to settle in small, comfortable groups.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, their Characteristics of Learning and their readiness for Year 1.

Each year we mix up both reception classes to create new classes for year one to ensure they are balanced in terms of age, gender, ability and personality. Children enter our Reception from approximately 20 different settings and now we have had the children for a year, we are in a more informed position to harmonise the classes.

Children will visit their Year One teacher and classroom twice before the end of the school year. For children with SEND or whom may struggle with transition will have extra transition and visits organised to meet their need.

14. Monitoring and review

This policy is reviewed every two 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 Spring 2026