



**SUDLEY INFANT SCHOOL
EARLY YEARS FOUNDATION STAGE (EYFS)
POLICY**

Signed: Chair of Governors- Ms S Milan

January 2018 Review Spring 2020

Teaching and Learning Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Sudley Infant School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “have the best possible start in life and the support that enables them to fulfil their potential.” (Statutory Framework for the EYFS 2017)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

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, 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

At Sudley Infant School's Foundation Stage, we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children’s interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Observations are noted by all staff. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the Foundation class. There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are

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

The specific areas are

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

Through careful assessments and observations, including information provided by parents and carers and other settings, children's development levels are assessed. We use NFER baseline to support these assessments. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with Mrs O'Rourke SENCo in order to access Special Educational Needs support.

At 'Sudley Infant School' Foundation Stage:

"Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development." (Statutory Framework for EYFS 2017)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Sudley Infants we support children in using the three characteristics of effective teaching and learning. These are;

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

Religious Education is also taught in the reception classes in accordance with Liverpool SACRE guidelines.

Inclusion/Special Educational Needs (SEN) Policy

All children and their families are valued at Sudley Infant School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the

needs of all groups and abilities. The environment, setting rules and PSED activities promote respect for the needs, cultures and individuality of others and teach children to value difference. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Educational Psychologist., Angela Lewis, is called upon for further advice. Appropriate steps to address these needs are then taken in accordance with the school's Inclusion and Equal Opportunities policies for SEN. These will be reviewed termly and in partnership with parents and carers.

We 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;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Dyslexia friendly

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Safeguarding Policy

It is important to us that all children in the school are '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. Children should be allowed to take risks, but need to be taught how to recognise and

avoid hazards. We aim to protect the physical and psychological well-being of all children. (School Safeguarding Policy)

“A secure, safe and happy childhood is important in its own right” (Statutory Framework 2017).

At Sudley Infant School's Foundation Stage we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017, Keeping Children Safe in Education 2015, Working Together to Safeguard Children 2015 and the Prevent Duty guidance for England and Wales 2015. We:

- Promote the welfare and safeguarding of children. There is a designated lead practitioner who takes responsibility for safeguarding children within the setting. All staff receive regular training.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs and in accordance with whole school policy
- Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so. All staff are DBS checked. Staff are always within sight of each other.
- Ensure that any causes for concern are recorded and passed on immediately to Leadership, in accordance with the school's safeguarding policy.
 - Ensure that the premises, furniture and equipment is safe and suitable for purpose. Floor space complies with the statutory requirement of 2.3 square metres for every child.
 - Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children. A record of dietary requirements and allergies for every child is obtained on entry, as is information regarding date of birth, names and addresses of every parent/carers, and emergency contact numbers.
 - Maintain an up to date record of those people allowed to collect each child at the end of the school day. Children will only be released to those identified on the record, unless previously notified of an exception to this list.
 - Ensure that the use of mobile phones or recording devices is prohibited within the setting, with the exception of the I-pads and i-pods on which photographs are taken and used exclusively as part of the children's assessments and Learning Journeys.
 - Ensure that the children are always within sight and hearing of a member of staff.
 - Ensure that all staff are trained to spot causes of concern and in the school's procedures for sharing and reporting this information.
 - Ensure that children are never left unattended
 - Ensure that the outdoor area and classrooms are checked for any children before it is closed and left unattended.

- Ensure that children who are not collected from school are taken to the office where contact is immediately made with parents and carers or persons identified on the contact form for that child. If contact cannot be made, Leadership is notified immediately. If the child remains uncollected, Social Services and the police are notified.
- Ensure that all accidents are recorded and dated in an accident book and that parents and carers are notified of these.
- Ensure that any existing injuries noted on entry into school are recorded in the log book 'Existing Injuries', detailing the date the injury was noted, the name of the reporting member of staff and the nature of the injury. A note of the cause, as reported by the child and parent, should also be recorded.
- Ensure that any toileting incidents or accidents are dealt with immediately and appropriately, and that children are clean and offered unsoiled clothing. Children are changed in the toilets with the door partially closed to ensure privacy by a member of staff who is within eyesight and hearing of an additional member of staff at all times. toileting incidents are recorded in a designated book.
- Ensure that any incident of a lost child is reported immediately to Leadership, and that parents and carers and police are notified immediately after an initial search has been conducted.
- Ensure that the school nurse is informed if there are any toileting issues on entry (HT report to governors)

Safer Recruitment

All staff are DBS checked upon offer of employment within the setting. Under the Childcare Disqualification Regulations 2009 (made under section 75 of the Childcare Act 2006) staff may also be disqualified from working with children if they meet any of the criterion set out on the list below:

. inclusion on the Disclosure and Barring Service (DBS) Children's Barred List

. are found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation).

. certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations

. refusal or cancellation of registration relating to childcare,(3)or children's homes, or being prohibited from private fostering (4) as specified in Schedule 1 of the 2009 Regulations

. living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations;

. being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom

This document (Childcare Act 2006) is made available to staff upon an offer of employment and induction into their setting and is made available at all times. Staff MUST disclose immediately any details of personal circumstances which may affect their ability to legally work within the setting. This includes staff employed for any supervised activity (such as lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range, as well as staff who are employed to work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. Any disclosed details are collected with due attention given to the legislation outlined in The Protection of Freedoms Act, and information collected is subject to the statutory guidance pertaining to Disqualification under the Childcare Act 2006 issued by the Department for Education (available to staff at all times). Following a disclosure, advice may be sought from the school's Ellis Whittam or LADO.

Parents and carers as Partners Policy

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating the children. We do this through:

- talking to parents and carers about their child before their child starts in our school;
- providing the children with the opportunity to spend time with their teacher before starting school during transfer sessions;
- support children through the transition from pre-school to Reception where and when possible. Those children with SEN are given a transition plan.
- inviting all parents and carers to an induction meeting during the term their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics; Documents to support parents and carers are available on the school website. During the first term all children will be given a log in passwords for Active Learn, Purple Mash, Oddizzi and Toot toot
- encouraging parents and carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parents and carers three times a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents and carers receive a written report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents and carers: stay and play sessions, celebration assemblies, school visits, anyone but the parents and carers morning;

Staffing Policy

At Sudley Infant School Foundation stage staff working with children are checked for suitability and are appropriately qualified. Staff:

- are trained in school Health and Safety and Safeguarding procedures and policies
- follow our foundation Stage policies
- hold a relevant child development qualifications , are DBS checked and must disclose any criminal convictions
- are aged 17 or over if included within the adult to children ratios.

All staff have a designated key group of children for which they are responsible for the assessment, care and progress.

In addition:

All staff hold basic first aid training certificates, three staff hold an up to date paediatric qualification.

Health and Safety

At Sudley Infant School's Foundation Stage, there are clear procedures for assessing risk (see Health Safety and Welfare policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment). The EYFS risk assessment must be read in conjunction with other relevant whole school policies.

In line with the EYFS statutory framework 2017, at Sudley Infant School's Foundation Stage setting, we ensure that:

- A whole school medicines policy is adhered to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Sudley Infant School a written record is kept each time a medicine is administered to a child and parents/carers are notified on the same day by an information slip to ensure that they are aware of this. (Statutory framework for EYFS 2017).
- Staff must keep other staff informed of any medication that they are taking, and must not take any medicine which will impinge upon their ability to work safely with the children. Staff do not store medication within the setting.
- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.

- A first aid box is accessible at all times and a record of accidents and injuries is kept
- The setting is a No Smoking zone and e-cigarettes are not permitted.
- Mobile phones are not allowed.
- A health and safety policy which covers identifying, reporting and dealing with accidents, hazards and faulty equipment is in place and reviewed annually (whole school policy).
- A fire and emergency evacuation procedure and policy is in place in accordance with whole school policy
- Appropriate clothing, in particular in relation to the wearing of heels (stilettoes or a heel that comes to a point) is worn. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
- All equipment is checked regularly for cleanliness and safety.
- Chemicals, paints, solvents and cleaning materials are stored safely and are not accessible by children.

Transition Policy

From Pre- school Feeder settings

Prior to a child's entry into the Reception year, the following procedures have been put into place to 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.
- Parents are encouraged to complete a questionnaire to support transition and to inform planning.
- The children are invited to visit to their reception class.
- Leadership make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as requiring additional support or are part of the Early Help Assessment (EHAT) process.

Assessment Policy

"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support" (Statutory Framework 2017).

In our Foundation setting, the children's assessment is a part of an ongoing process. Regular observations inform each child's 'next steps' and are recorded as part of each child's Learning Journey. Progress is tracked half termly and recorded using E Profile. All records are:

- . accessible and available to all staff at all times

- . contributed to by all staff
- . contributed to by the children
- . kept in a secure place. All records are confidential
- . regular information from parents and carers is used as part of the assessment process
- . shared regularly with parents and carers termly at Parents and carers meetings and used as part of an informative two way discussion.

Assessment at the end of the summer term.

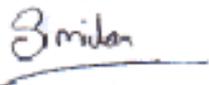
At the end of the summer term, the EYFS profile is completed with each child. All children's attainment is recorded as emerging, expected or exceeding against the Early Learning Goals. A written commentary of the children's skills and abilities with regards to the Characteristics of Effective Learning is also produced.

All assessment information:

- . is shared and discussed with Year One teachers
- . is issued in written form to parents and carers.

This policy is subject to regular review and amendment. It has been shared with all staff and those working within the setting.

Signed:



Chair of governors

Date: January 2018

Review: Spring 2020 or earlier in event of new legislation