

Early Years Policy

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Statement of intent

At Amble First 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.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning that ensures children's 'school readiness' and gives children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

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

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

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

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2020-21) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

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

- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

2. Roles and responsibilities

2.1. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

2.2. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

3. Aims

3.1. Through the implementation of this policy, we aim 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.
- 3.2. Our mission at Amble First School is to enable children to 'Learn to Fly'. Four guiding principles shape our practice:
- 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.
- 3.3. 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.
 - Provides a safe and secure learning environment.

4. Learning and development

- 4.1. The EYFS curriculum is based on development matters and the observation of children's needs, interests and stages of development.
- 4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 4.3. 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.
- 4.4. 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

4.5. The 'specific' areas of learning and development are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Number
 - 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

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

4.7. The EYFS lead 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.

4.8. The school takes reasonable steps to provide opportunities for children with EAL (English as an additional language) 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 will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

- 4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 4.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.11. 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, 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

- 5.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 5.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 5.5. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

6. The learning environment and outdoor spaces

- 6.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 6.2. Children have access to an enclosed outdoor play area, and regular outdoor activities are planned.
- 6.3. There are two toilet facilities available to the EYFS, and there are hygienic changing facilities located near the Reception class containing a supply of spare clothes.

7. Assessment

- 7.1. 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.
- 7.2. Parents are involved with their child's progress and development using the online learning journal, Tapestry and the EYFS lead will address any learning and development needs in partnership with parents.
- 7.3. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child. In Reception, children record their work in maths, handwriting, diary and topic books. This has proved an effective tool to get pupils ready for Key stage One.
- 7.4. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

8. Safeguarding and welfare

- 8.1. All necessary steps are taken to keep the children in our care safe and well.
- 8.2. 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.
- 8.3. The Designated Safeguarding Lead is Lizzie Jackson.
- 8.4. The deputy DSL is Dawn Hunter.

The DSL is 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.

- 8.5. The DSL and deputy DSL will undertake child protection training as required.
- 8.6. 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
 - 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
- 8.7. The following information is made available to parents:
 - The school's privacy notice for parents and pupils

- 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
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

8.8. Ofsted will be notified 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

9. Parental involvement

- 9.1. We firmly believe that the EYFS cannot function without the enduring support of parents.
- 9.2. Parents are invited to termly 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.
- 9.3. We have stay and play days in Nursery and drop in days for literacy, numeracy and topic in Reception to ensure parents are given lots of information about how their children are learning and how they can support.

10. Transition

We place great importance on pupil's successful transition to [Year 1](#).



