

# Moulton Primary School



## Moulton Primary School

### Early Years Foundation Stage Policy

**2022-2023**

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<b>MRS GABRIELLE SOMES</b>
<b>APPROVED:</b>	<b>FULL GOVERNING BODY</b>
<b>TO BE REVIEWED:</b>	<b>NOVEMBER 2023</b>

## Statement of Intent

At Moulton Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant 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 to ensure children's readiness for the next stage of their education, and give 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/carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 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 (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Media Statement
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety and Lock Down Procedure
- Safer Recruitment Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The Governing Body will be responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Media Statement
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy
- Monitoring the implementation of this policy
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

The EYFS Lead, in conjunction with the headteacher, will have responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, will be responsible for:

- Familiarising themselves with, and following, this policy
- Remaining alert to any issues of concern in children

### 3. Aims

Through the implementation of this policy, we will 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/carers to meet each child's individual needs to ensure they reach their full potential

Four overarching 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 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/carers
- **Learning and development** is important. Children develop and learn in different ways and at different rates

To put these principles into practice, the school will:

- Provide a balanced curriculum which takes children's different stages of development into account
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with Parents/carers
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment
- Assign each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs
- Provide a safe and secure learning environment

### 4. Learning and development

In partnership with parents/carers, the school will promote the learning and development of children 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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having 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, 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 use what they already know to learn new things, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1 and beyond.

## 5. 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.

Parents/carers will be kept up-to-date with their child's progress and development, and the EYFS staff as well as the Inclusion Manager, will address any learning and development needs in partnership with parents/carers. In the EYFS at Moulton, we use Tapestry as a form of communication between school and parents/carers. We also hold two parents/carers consultation evenings throughout the year, one in the Autumn Term and one in the Spring Term, followed by an annual written report in the Summer Term. Assessment data and attendance will be shared and discussed at these times and throughout the year where needed.

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.

The school will ensure that teachers actively engage children, their parents/carers 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/carers, 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/carers to establish their home language skills to establish whether there is cause for concern about a language delay.

## **6. Inclusion**

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equality, Equity, Diversity and Inclusion Policy 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 will ensure 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 Inclusion Manager.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

## **7. The learning environment and outdoor spaces**

The learning environment will be organised in such a way that children can explore and learn independently, in a safe and interactive environment.

Children will have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There will be six toilet facilities available to the EYFS, and there will be hygienic changing facilities located in the toilet and a cupboard containing a supply of spare clothes is situated in the EYFS provision. Nappy changing facilities will also be available where needed.

## **8. Safeguarding and welfare**

All necessary steps will be taken 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 will be required to read this policy as part of their induction training.

The Designated Safeguarding Lead (DSL) is Mrs Gabrielle Somes. The Deputy Designated Safeguarding Leads (DDSL) are; Miss Lauren Jones and Mrs Tracey Moxon.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The DDSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and DDSL 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.

## **9. Mobile phones and devices**

For the purposes of this policy, the term "**mobile phone**" refers to any electronic device that can be used to take images or record videos, including tablets.

Use of photography/videography are addressed in full in our Media Statement.

### **Use of personal mobile phones by staff members**

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present (see the school's Safeguarding and Child Protection Policy).

Staff are only permitted to use the School's Trip Mobile Phones on trips. In line with the school's policy on mobile phones; (see Child Protection and Safeguarding Children Policy), staff may only use their personal mobile phones away from all children and they are not permitted to take photos of children on their personal devices.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

### **Use of mobile phones by parents/carers, visitors and contractors**

Posters will be used around the school to indicate that it is a mobile free zone.



Parents/carers, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents/carers may take photographs and videos only containing their own child during school events. Parents/carers may take group photographs at school events but only with the informed consent of the Parents/carers of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents/carers, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

### **Use of the school's mobile phones and cameras**

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent/carer.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these will be documented on My Concern.

School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

## **10. ICT lessons**

ICT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the school will have due regard for the '[Education for a Connected World](#)' framework when shaping what children are taught. The school aims to:

- Help children work more independently
- Enable children to develop and enhance their work
- Encourage children to collaborate on projects
- Give children the skills and tools to access a wide range of information, ideas and cultures
- Help children develop skills that can be used in other areas of the curriculum
- Help children develop good control and coordination through using ICT equipment
- Encourage children to represent their ideas, thoughts and feelings through technology

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This will include:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement
- **Personal, social and emotional development:** technology gives children access to new ways to express their emotions and interact with others
- **Literacy:** the internet gives children to access a vast range of media and materials
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas

ICT lessons will be conducted in accordance with the Early Years Curriculum. Teachers will not use formative assessments for ICT, but will use summative assessments to help track children's progress. Resources will be shared fairly between children and, where needed, tasks and equipment will be adjusted to suit children's needs and abilities.

The EYFS Lead will be responsible for ensuring all staff, parents/carers are aware of the setting's policy on using technology and teaching ICT. The EYFS Lead will hold the ICT Manager, teachers and support staff to account for their delivery and support of the ICT curriculum and offer support where needed.

The Online Safety Policy will be always adhered to. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Safeguarding and Child Protection Policy.

## 11. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS Lead will report any accident or injury involving a child to their parents/carers on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents/carers all staff will adhere to the First Aid Reporting Procedures as set out in the First Aid Policy. Accidents and injuries will be recorded in an accident book, located at the Bumps and Bruises Stops and in marked locations across the school. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the

school's care to Riddor, Ofsted and the Chair of Governors, as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

A first-aid box can be located at the EYFS Bumps and Bruises Stop in the EYFS outdoor area and along the KS1 corridor.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

Any food or drink provided to children will be healthy, balanced and nutritious in line with the schools Healthy Schools approach. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water will be always available.

Smoking will not be permitted on the school premises.

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

The school has a Fire Safety Procedure in place.

## **12. Staffing**

A robust Safer Recruitment Policy will be 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

The EYFS Lead and class teachers will always be a qualified teacher, supported by teaching assistants, who receive relevant training (this may be ongoing).

School staff will provide cover for the EYFS Lead in their absence and are deemed fully qualified to do so by the EYFS lead and headteacher.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

The school will provide a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

The school will adopt the following staffing ratios:

- For children in the EYFS classes:
  - Class sizes will be limited to 30 children per school teacher.

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

### **13. Information and records**

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information will be 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, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's URN number and 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

The following information will be made available to parents/carers:

- The school's privacy notice for parents/carers and children
- How the school delivers the EYFS and how parents/carers can access more information
- The daily routine and the activities offered in the school's EYFS and how parents/carers 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
- Names and roles of EYFS staff

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

## **14. Parental/Carer involvement**

We firmly believe that the EYFS cannot function without the enduring support of parents/carers.

Parents/carers will be invited to parent's/carers' consultations evenings (two times a year); however, the school has an open-door policy and parents/carers in EYFS are welcome to talk to teachers at the start and end of the school day.

Parents/carers will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents/carers will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

## **15. Transition periods**

The following process will be in place to ensure children's successful transition in to EYFS :

### **Home Visits and Transition in EYFS:**

Prior to any child being welcomed into our setting the first point of contact will be made with parents/carers and child, in the home (where possible). A home visit will be made shortly before the child is due to start. Two staff members will make the visit. The visit will give the staff the opportunity to meet parents/carers and the child in their own familiar and secure surroundings. If home visits are not possible, arrangements will be made for the family to meet in school.

Meetings will be used, not only to get to know the parent and child, but additionally to explain routines, times etc. and to answer any questions that may be asked of the setting. They will enable staff to interact with the child and provide them with a reference point for the formal start to school. Meetings will give an opportunity for both parents/carers and school to discuss mutual expectations or support that may be offered. Stay and Play sessions are offered to EYFS children in the term before they start school.

Parents/carers will be invited to a meeting to ensure they know about school procedures and allocation of classes, and to voice any concerns they may wish to express.

### **Transition into Y1:**

In the Summer Term, EYFS and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1. Children will also spend time with their new Y1 class teacher in their new classroom. At Moulton, we mix the children into three new Y1 classes at the end of EYFS, to ensure that our classes are evenly mixed with boys/girls, SEND needs etc.

### **16. Monitoring and review**

This policy will be reviewed annually by the Governing Body and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.