



Westmoor Primary School


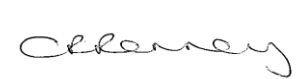
Early Years Policy 2021/2022

This policy has been created in line with the new EYFS framework which comes into effect on 1 September 2021.

You can find the new EYFS framework [here](#).

Date policy last updated on: September 2020

Signed by:

	Head teacher	Date:	September 2021
	Chair of governors	Date:	September 2021

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Statement of intent

At Westmoor Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

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.
- **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 statutory guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'

This policy operates in conjunction with the following school policies:

- Early Years Foundation Stage (EYFS) Assessment Policy
- Early Years Supervision Policy
- Early Years Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy
- Fire Evacuation Plan

2. Roles and responsibilities

The governing body is 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 Photography Policy.
- 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 head teacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are 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 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.

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 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.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs
- Provides a safe and secure learning environment.

4. Learning and 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 curriculum is based on an observation of children's needs, interests and stages of development. Activities in school are 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.
- 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.

Further information regarding learning and development are set out in the school's Early Years Teaching and Learning Policy.

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 will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

On-going formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their level of achievement, interests and learning styles and will use this information to shape learning experiences 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 reports 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 takes 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.

Assessment procedures are set out in full in the Early Years Foundation Stage (EYFS) Assessment Policy.

6. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

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

The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

7. The learning environment and outdoor spaces

The learning spaces are organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are toilet facilities available to the Nursery children separately, where there are hygienic changing facilities located containing a supply of towels, wipes and spare clothes.

8. Safeguarding and welfare

All necessary steps are 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 are required to read this policy as part of their induction training.

The DSL is Sharon Trundley.

The deputy DSL is Cath Tennant.

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. 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.

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.

Photography policies and procedures are addressed in full in our Photography Policy.

Use of personal mobile phones by staff members

Staff members must 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 should be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff must 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.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters are used around the school to indicate that it's a mobile free zone.

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents 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 must report all concerns about parents, 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 are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection.

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

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

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

10. 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 on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in First Aid Boxes. The head teacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

First-aid boxes are located in both classes. The Reception first aid box is on the inside of the Reception front door, there is a Nursery first aid box inside the cloak room for outside access, and an additional one located in the kitchen. When groups of children are working further away, such as the woodland garden, a travel kit is taken.

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 is healthy, balanced and nutritious as outlined in the Whole School Food Policy. The head teacher 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 is available at all times.

Smoking is not permitted on the school premises.

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

The school has a Fire Evacuation Plan in place.

11. Staff taking medication or other substances

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

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in staff cupboard or lockers.

12. Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

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 holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

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 provides 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 adopts the following staffing ratios:

- For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is **not** working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- For children in Reception classes:
 - Class sizes will be limited to 30 pupils 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 will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of whom their

child's key person is and will explain the role of the key person when their child begins attending the school.

13. Information and records

Information is 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 is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, 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 is recorded:

- The school's name, address and telephone number
- The school's certificate of 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 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
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

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 involvement

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

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.

Available offices in school will be utilised for confidential discussions between staff and parents.

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.

Parents are asked to complete admission forms, a medical form and to provide any additional information that would be useful to know.

15. Transition periods

The following process is in place to ensure children's successful transition to Nursery:

- Home visits are offered to all children starting Nursery. The Nursery Class teacher alongside one teaching assistant take part in each visit. Parents have the opportunity to share information about their child and staff are able to get to know the child in their familiar setting.
- Parents are invited to the Nursery to become acquainted with the setting and adults working with their child, and gather useful information regarding starting Nursery.
- Children are given the opportunity to gradually build up the time they stay in Nursery during the first half term where appropriate.

The following process is in place to ensure children's successful transition to Reception:

- The children are invited to a number of visits to Reception to feel secure in the new environment and meet their new adults. Towards the end of the summer term, children visit at least once without the support of the early years practitioners or parents.
- Parents are invited to a welcome evening where the overall the ethos and expectations in Reception, as well as practical and useful information to help their child start school, are shared. Further information is shared on the school website.
- Children are given their special peg picture in advance and are asked to contribute photographs that explain things and people that are important to them.
- Children transition from a half day, to a full day over the course of the first week of school, enabling them to settle into a smaller group initially.
- A discussion takes place between key workers from children at other settings and the EYFS lead or class teacher. Transition meetings are held between Nursery and Reception staff for children moving from our Nursery to Reception.

The following process is in place to ensure children's successful transition to Year 1:

- Parents are invited to meet the new class teachers and learning spaces, and are provided with information to ensure they know about school procedures and allocation of classes.
- During the Summer term, a number of transition activities take place such as children meeting their new teacher, playing in the 'big yard' with the current Year 1 children,

and making a new peg and drawer label. The children are invited to a number of visits throughout the year to the Year 1 class and they are familiar with the teachers.

- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

16. Monitoring and review

This policy is reviewed annually by the governing body and the head teacher.

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

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

The next scheduled review date for this policy is July 2022.