



**embrace
challenge:
expect
excellence**



Early Years Foundation Stage Policy

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Statement of intent

At **Springfield 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 academy life, in which they can build a foundation for a love of learning.

“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘academy readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through academy and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planning around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.”¹

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

_____ ¹ DfE (2017) ‘Statutory framework for the early years foundation stage’ p.5

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
 - Data Protection Act 1998
- 1.2. This policy has due regard to statutory guidance, including, but not limited to, the following:
 - DfE (2017) 'Statutory framework for the early years foundation stage'
 - DfE (2016) 'Keeping children safe in education'
 - DfE (2015) 'Working together to safeguard children'
 - DfE (2015) 'The prevent duty'
- 1.3. This policy is intended to be used in conjunction with the following academy policies:
 - **Assessment Policy**
 - **Early Years Supervision Policy**
 - **Years Behaviour Policy**
 - **Special Educational Needs and Disabilities (SEND) Policy**
 - **Teaching and Learning Policy**
 - **Child Protection and Safeguarding Policy**
 - **Drug and Alcohol Policy**
 - **Whole-Academy Food Policy**
 - **Equal Opportunities Policy**
 - **Administering Medication Policy**
 - **Health and Safety Policy**
 - **Recruitment Policy**
 - **Data Protection Policy**

2. Roles and responsibilities

- 2.1. The **governing body** has the overall responsibility for the implementation of this policy.
- 2.2. The **governing body** has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

- 2.3. The **governing body** has responsibility for handling complaints regarding this policy, as outlined in the academy's **Complaints Procedures Policy**.
- 2.4. The **EYFS lead**, in conjunction with the **headteacher**, has responsibility for the day-to-day implementation and management of this policy.
- 2.5. 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, **Springfield Primary School** aims to:
 - Give each child a happy and positive start to their academy 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. **Springfield 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, in which their experiences respond to their individual needs and there is a strong partnership between the academy and parents.
 - Children develop and learn in different ways and at different rates.
- 3.3. To put these principles into practice, the academy:
 - 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.
 - Implements a key person approach to develop close relationships with children.
 - Provides a safe and secure learning environment.

4. Learning and development

- 4.1. **Springfield Primary School** offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.
- 4.2. In partnership with parents, the academy 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 and attention
 - Understanding
 - Speaking
 - Physical development
 - Moving and handling
 - Health and self-care
 - Personal, social and emotional development
 - Self-confidence and self-awareness
 - Managing feelings and behaviour
 - Making relationships
- 4.5. The 'specific' areas of learning and development are:
 - Literacy
 - Reading
 - Writing
 - Mathematics
 - Numbers
 - Space, shape and measure
 - Understanding the world
 - People and communities
 - The world
 - Technology

- Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative
- 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 academy takes reasonable steps to provide opportunities for children with English as an additional language (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 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 academy 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 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.
- 4.12. Further information regarding learning and development are set out in the academy's **Teaching and Learning Policy**.

5. Inclusion

- 5.1. **Springfield Primary School** values all their children 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 academy's special educational needs coordinator (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 daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- 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 towels and spare clothes.

7. Assessment

- 7.1. Assessment plays an important part in helping the academy to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 7.2. Parents will be kept up-to-date with their child's progress and development, and the **EYFS lead** will address any learning and development need in partnership with parents.
- 7.3. **Springfield Primary School** implements formative assessments 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.
- 7.4. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.
- 7.5. **Springfield Primary School's** assessment procedures are set out in full in the **Assessment Policy**.

8. Safeguarding and welfare

- 8.1. **Springfield Primary School** takes all necessary steps 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.

9. Health and safety

- 9.1. A first-aid box is located in the **Reception classroom**.
- 9.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 9.3. The academy's **Administering Medication Policy** outlines the procedures for administering medicines.
- 9.4. 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.
- 9.5. Accidents and injuries will be recorded in an accident book, located in the **academy office**.
- 9.6. The **headteacher** will report any serious accident, illness, injury, or death of a child whilst in the academy'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.
- 9.7. The academy has a **Fire Evacuation Plan** in place.
- 9.8. Any food or drink provided to children is healthy, balanced and nutritious as outlined in the **Whole-Academy Food Policy**.
- 9.9. The **headteacher** will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 9.10. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 9.11. Fresh drinking water is available at all times.
- 9.12. Smoking is not permitted on the academy premises.
- 9.13. The **Health and Safety Policy** outlines **Springfield Primary School's** full health and safety policies and procedures.

10. Staff taking medication or other substances

- 10.1. The academy implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the **Drug and Alcohol Policy**.
- 10.2. 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 the children and further action will be taken.

- 10.3. 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.
- 10.4. Any medication used by staff is securely stored in the **academy office**.

11. Staffing

- 11.1. **Springfield Primary School** has a robust **Recruitment Policy** in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 11.2. 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.
- 11.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 11.4. 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.
- 11.5. 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.
- 11.6. **Miss Alex Pugh** will provide cover for the **EYFS lead** in their absence, and is deemed fully qualified to do so by the **EYFS lead** and **headteacher**.
- 11.7. There will be at least one member of staff on the academy premises at all times who has a current paediatric first-aid (PFA) certificate.
- 11.8. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- 11.9. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- 11.10. **Springfield Primary School** will organise PFA training to be renewed every three years.
- 11.11. The list of staff who hold PFA certificates can be found in the **academy entrance**.

- 11.12. **Springfield Primary 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'.
- 11.13. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.
- 11.14. The academy adopts the following staffing ratios:
- For children under two, there is at least one member of staff for every three children. At least one staff member holds a full and relevant level 3 qualification, and is suitably experienced to work with children under two. At least half of other staff hold a full and relevant level 2 qualification. At least half of all the members of staff are trained in the care of babies.
 - For children aged two, there is one member of staff for every four children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
 - 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 member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.
- 11.15. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- 11.16. Parents will be informed about staffing arrangements, and, when relevant and practical, will be involved in staffing arrangement decisions.
- 11.17. 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.
- 11.18. 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 academy.

12. Information and records

- 12.1. **Springfield Primary School** stores and shares information in line with the Data Protection Act 1998, and with regard to the academy's **Data Protection Policy**.

12.2. 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 academy, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

12.3. The following information about the academy is recorded:

- The academy's name, address and telephone number
- The academy'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 academy, their hours of attendance, and the names of each child's key person

12.4. The following information is made available to parents:

- How the academy delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the academy's EYFS and how parents can assist their child's learning at home
- How the academy'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 academy's EYFS
- Staffing details

12.5. **Springfield Primary School** will notify Ofsted if there are any changes to the following:

- The address of the academy
- The academy's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the academy or any person who cares for, or is in regular contact with, children to look after children

13. Parental involvement

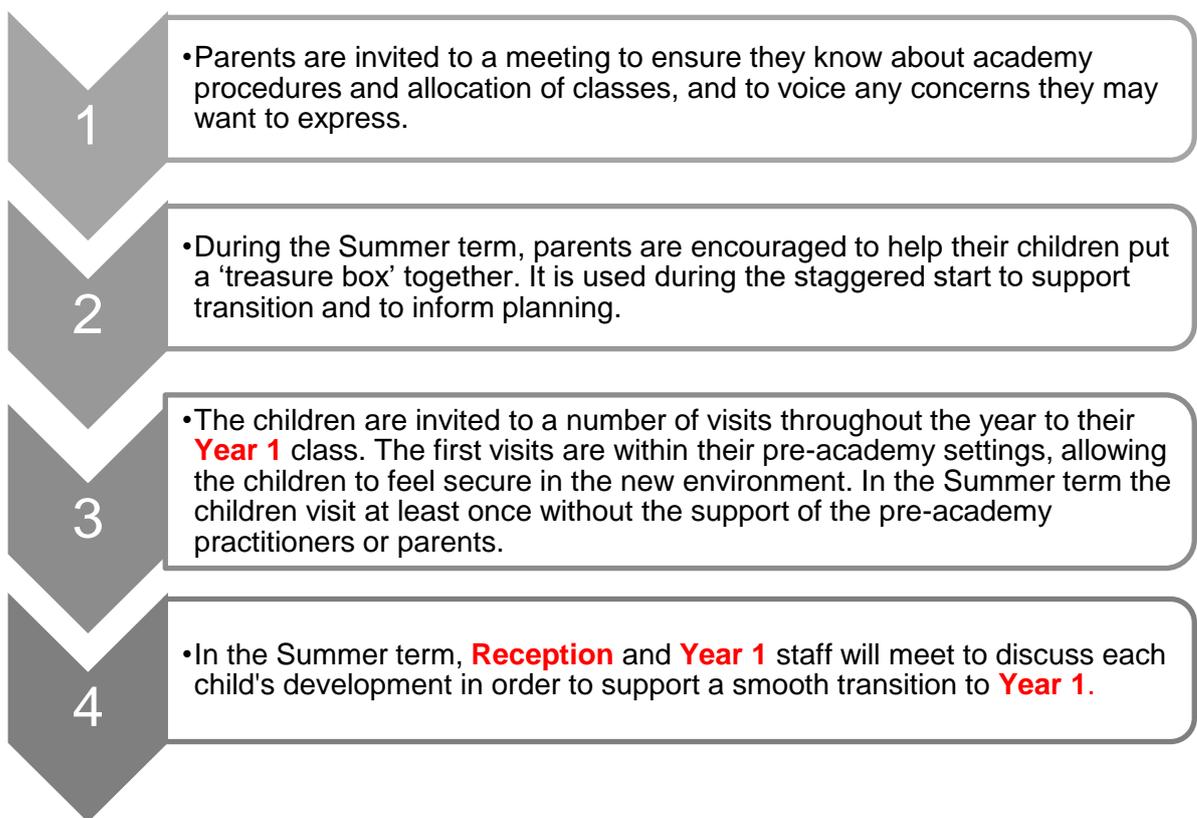
13.1. At **Springfield Primary School**, we firmly believe that the EYFS cannot function without the enduring support of parents.

13.2. Parents are invited to **termly** parents' evenings; however, the academy has an open-door policy and parents are welcome to talk to teachers at the start and end of the academy day.

- 13.3. The **headteacher's office** will be utilised for confidential discussions between staff and parents.
- 13.4. Parents are asked to sign permission slips for any visits out of academy, use of photographs of their child, and using the internet at academy.
- 13.5. Parents are asked to complete admission forms, a medical form, and to write a brief synopsis about their child to help the academy to understand their character and personality.

14. Transition periods

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



15. Monitoring and review

- 15.1. This policy is reviewed **annually** by the **governing body** and the **headteacher**.
- 15.2. Any changes made to this policy will be communicated to all members of staff.

- 15.3. 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.
- 15.4. The next scheduled review date for this policy is **May 2019**.

16. Early Adopters (2020)

- 16.1 At Springfield Primary we follow the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape are practice.

These are:

- 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 practitioners and parents and/or carers.
- Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

- 16.2 Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- communication and language
- physical development
- personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

- literacy
- mathematics understanding the world
- expressive arts and design

- 16.3 Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs)

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are

flexible to allow us to respond quickly to children's new interests and/or needs.

16.4 Weaving throughout the EYFS curriculum at Springfield Primary are three

Characteristics of Effective Learning.

- **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
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

16.5 **The Early Learning Goal Descriptors**

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World**ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design**ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.

