



Date of issue:	June 2021
Last Review:	N/A – New policy
Next Review:	Annual - June 2022
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Approved By:	Local Governing Body – 7 th June 2021

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Section 1: Introduction

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Children whose fifth birthday falls between September 1st and August 31st may start school full time in September. Parents of children whose birthday falls between May 1st and August 31st may select to postpone starting full time school until the term after they are five. Currently this delay has to be agreed by the Trust Board. Further detail is provided in our Admissions Policy.

Early childhood is the foundation on which children build the rest of their lives. At Nunney First School we greatly value the importance that the EYFS plays in laying secure foundations 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 the time at school and the opportunity to build the foundations for a love of learning.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

1.1 Aims and Objectives

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively, and intellectually to their full potential.

At Nunney First School, we will:

- provide a happy, safe, stimulating, and challenging program of learning and development for the children to experience as they begin their journey through school;
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond, and facilitate choice and decision making, which foster independence and self-confidence;
- use and value what each child can do, assessing their individual needs and helping each child to progress;
- develop high-quality relationships with parents and carers, enabling them to work with staff to support their children;
- provide a caring and inclusive learning environment, which is sensitive to the requirements of the individual child including those who have additional needs.

The early years education we offer our children is based on the following principles:

- It builds on what our children already know and can do.

- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

1.2 Scope

- 1.2.1 Whilst every attempt has been made to cover a wide range of situations, it is recognised that this policy cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the standards outlined in this policy. It is expected that in these circumstances staff in the school will always advise the Headteachers of the justification for any such action whether already taken by necessity or proposed. The Headteacher will in turn, seek advice from the Leadership Partner attached to the school, the Trust's Business Director or the CEO as appropriate.
- 1.2.2 This policy applies to all adults who work in the school. This includes teachers, support staff, supply staff, governors, contractors and volunteers.
- 1.2.3 This policy should be followed by any adult whose work brings them into contact with pupils in the EYFS. References to adults should be taken to apply to all the above groups of people in school. Reference to pupils means all pupils on roll at the school who are in their reception year.
- 1.2.4 This policy should not be used to address issues where other policies and procedures exist to deal with them. For example, any alleged misconduct which falls within the scope of the management of allegations policy requires the school to comply with additional child protection requirements as set out in that policy.

1.3 Status

- 1.3.1 This document sits alongside the Safeguarding and Child Protection Policy and the Staff Code of Conduct. The Somerset Safeguarding Children Partnership, Somerset's Education Safeguarding Team and The Partnership Trust support the use of Guidance for Safer Working Practice for those working with pupils in education settings.

1.4 Principles

- Adults who work with pupils are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults in school should work, and be seen to work, in an open and transparent way.
- Adults in school should continually monitor and review their practice in terms of working with young children and ensure they follow the guidance contained in this policy.

Section 2: The Early Years Curriculum

At Nunney First School we recognise that the environment plays a key role in supporting and extending children's development, particularly when children feel confident, secure, and challenged. Reception pupils at Nunney First School have daily access to indoor and outdoor environments, with planned continuous provision.

We plan a learning environment that encourages a positive attitude to learning and reflects the child's interests, passions, and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selections from the activities on offer as this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

2.1 Learning and Development

2.1.1 Planning for the EYFS curriculum is based on observation of children's needs, interests and stages of development.

2.1.2 In partnership with parents/carers, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

2.1.3 There are seven areas of learning and development that shape education in the EYFS.

The 'prime' areas of learning and development are:

- 1) **Communication and Language** - Listening & Attention, Understanding, Speaking
- 2) **Physical Development** - Moving & Handling, Health and Self-Care
- 3) **Personal, Social and Emotional Development** - Self-Confidence & Self-Awareness, Managing Feelings & Behaviour, Making Relationships

The 'specific' areas of learning and development are:

- 4) **Literacy** – Reading, Writing
- 5) **Mathematics** – Numbers, Space, Shape & Measure
- 6) **Understanding the World** - People & H Communities, The World, Technology
- 7) **Expressive Arts and Design** - Exploring & Using Media & Materials, Being Imaginative

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

2.1.5 The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

2.1.6 Activities are planned with regard to three Characteristics of Effective 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.

2.1.7 Each area of learning and development will be implemented through a mixture of adult-led and child-initiated activity.

2.2 Assessment

2.2.1 Assessment plays an important part in helping the school to recognise children's progress, plan appropriate activities, and assess the need for support.

2.2.2 During the first term of Reception, assessments are made for each child using a national baseline screener. This enables patterns of attainment within the cohort to be identified, in order to adjust the teaching program for individual pupils and groups of children.

2.2.3 Formative assessments are used to assess the learning and development of children in the EYFS. Staff members observe children to understand their level of achievement, interests and learning styles. This information is then used to shape learning experiences for each child.

2.2.4 Tracking grids are updated termly. This feeds into the whole-school assessment and tracking process. Each child's level of development is assessed to be either working towards, comfortably working within or securely working within a particular Development Matters age-band.

2.2.5 The class teacher discusses any cause for concern in a child's progress with the child's parents/carers. 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 that requires additional support.

2.2.6 As appropriate, reasonable adjustments will be made to the assessment process for children with SEND.

2.2.7 Assessment outcomes are stored in line with GDPR requirements and the school's Data Protection Policy.

2.3 Parent/Carer Involvement

2.3.1 Parents/carers are invited to Parent Consultation Meetings in the autumn and spring terms. However, the school has an open-door policy and parents/carers are encouraged and regularly supported to talk their child's teacher.

2.3.2 Parents/carers receive an annual written report, which details their child's progress and highlights strengths and development needs. Reports are completed towards the end of the academic year.

2.3.3 An online school learning platform keeps parents/carers informed of class and school events and offers opportunities for parents and families to support learning at home

and become involved in the life of the school community. This platform (Class Dojo) also facilitates contact between staff and parents/carers.

2.4 Inclusion

- 2.4.1 All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 2.4.2 The school takes 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 are supported to build their English language skills. If classroom-based assessment reveals that a child's mastery of oral language skills and comprehension are not yet age appropriate, the class teacher will contact the child's parents/carers to discuss this and establish their home language skills, thereby supporting understanding regarding the most appropriate form of support to put in place for the child.
- 2.4.3 The EYFS curriculum is planned to meet the needs of the individual child. It builds on their achievements to date.
- 2.4.4 The Equal Opportunities Policy ensures that the needs of all children are met, irrespective of any protected characteristics they have.
- 2.4.5 The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 2.4.6 SEND in the EYFS setting will be monitored and managed by the school's SENCO in partnership with the class teacher.

2.5 Enabling Environment

- 2.5.1 The environment is organised to provide a rich, varied and safe space in which children can play, explore and learn.
- 2.5.2 The environment should be child-centered.
- 2.5.3 Children have access to an outdoor play area and daily outdoor activities are planned unless circumstances such as the weather, would make outdoor activity inappropriate and unsafe.
- 2.5.4 The classroom has wheelchair access and there are toilet facilities adjacent to the classroom.

2.6 Staffing

- 2.6.1 Robust recruitment processes are followed and a suite of pre-employment checks are undertaken before staff or adult volunteers work or provide voluntary support in the setting.
- 2.6.2 On employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities. This includes information about

emergency evacuation procedures, safeguarding, child protection, intimate care, conduct, and health and safety.

2.6.3 Staff are supported to undertake appropriate training and professional development to ensure children receive high quality learning experiences.

2.6.4 All members of staff who have contact with children and families will do so under the supervision of the EYFS Coordinator. 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.

2.7 Safeguarding and Welfare

2.7.1 All necessary steps are taken to keep the children at Nunney First School safe and well.

2.7.2 Safeguarding and/or welfare issues are dealt with in line with the Safeguarding and Child Protection Policy. All members of staff in the EYFS are required to read this policy as part of their induction and at least annually thereafter.

2.7.3 Staff receive safeguarding training and regular safeguarding updates that enable them to understand the Safeguarding and Child Protection Policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

2.8 Health and Safety

2.8.1 There will be at least one member of staff on the school premises at all times who has a current Paediatric First Aid certificate. A member of staff with Paediatric First Aid training will be part of any offsite activity.

2.8.2 The school has a room dedicated to the administration of First Aid.

2.8.3 As outlined in the school's First Aid Policy and policy for Supporting Pupils with Medical Conditions, only medicines prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered by school staff. All medicines are stored away from the early years environment and out of the reach of children.

2.8.4 The class teacher or teaching assistant will report any accident or injury involving a child to their parent/carer on the day it occurs, informing them any first-aid treatment that was provided.

2.8.5 Accidents and injuries are recorded in an accident book, which is securely stored in the school office.

2.8.6 The headteacher 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. The Health & Safety Executive will also be notified

through the school's system for reporting injuries, diseases, and dangerous occurrences (RIDDOR).

- 2.8.7 The school has a Fire Evacuation Plan in place. Regular drills take place.
- 2.8.8 Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded and all relevant staff informed.
- 2.8.9 Children are asked to bring in a water bottle daily. For hygiene reasons, these go home with children at the end of each school day for washing and replenishment.
- 2.8.10 The Health and Safety Policy provides further information and guidance in respect of health and safety.

2.9 Mobile Devices

- 2.9.1 Protocols and procedures for use of mobile devices are covered in full in the school's Online Safety and staff IT Acceptable Use Policy.
- 2.9.2 Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- 2.9.3 School devices are only used for work related matters.
- 2.9.4 School devices are not taken off site without prior permission from the Headteacher.
- 2.9.5 Where staff members have concerns over material on a school device they must report all concerns to the Designated Safeguarding Lead or teacher with responsibility for Online Safety, following the procedures outlined in the Safeguarding and Child Protection and Policy.

2.10 Transition/Induction

- 2.10.1 Transition is carefully planned to ensure that it is as smooth as possible for each child and enables them to settle into Nunney First School quickly and happily.
- 2.10.2 Parents/carers are invited to attend an induction meeting in the summer term before their child starts school. This is an opportunity for parents/carers to:
 - Meet key staff
 - Learn about the EYFS curriculum and the school day
 - Complete necessary paperwork
 - Purchase uniform
 - Understand the process of reporting school absence
 - Complete forms regarding school meals and access to a daily free fruit snack and milk
 - Meet other parents/carers whose children will be starting school.

- 2.10.3 Prior to children starting school, the EYFS teacher contacts pre-school providers to discuss the strengths and needs of individual children. Key Workers are invited to share relevant written information with the school.
- 2.10.4 Prior to starting school, parents/carers and children complete an 'I am starting school booklet' in order to share with school staff, information regarding the child's home environment, likes, dislikes, strengths and areas where support may be needed. Children also receive a booklet containing pictures of the setting and photographs of staff.
- 2.10.5 Towards the end of the summer term, children and parents/carers are invited to a storytime session hosted (where possible) by the EYFS teacher and staff within the setting. Following the session, a picnic is held on the school field enabling parents/carers, staff and children to get to know one another.
- 2.10.6 Induction arrangements are in place to help children settle quickly and securely. They are also designed to help staff get to know children and their families. Typically, such arrangements comprise:

Week 1

- In small groups, children attend two 'play to learn' sessions accompanied by an adult. During these sessions there is an opportunity for the parent/carer to meet with the class teacher to share key information about their child.
- All children attend school unaccompanied on the Friday morning.

Week 2

- Children attend school from 8.45am until 12pm.

Week 3

- Children attend school from 8.45am until 1.15pm. They have lunch at school.

Week 4

- Children attend school full time.

- 2.10.7 For children with additional needs, during the summer term before school entry, a meeting is held between school, parents/carers and relevant agencies. A School Entry Plan (SEP) is agreed. This enables the starting school timetable to be adjusted to meet the needs of the pupil as well as other children within the setting.
- 2.10.8 On transitioning into Year 1, reception children have the opportunity to spend a morning in their new classroom with their Year 1 teacher. The Reception teacher also passes on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that the receiving Year 1 teacher has a well-rounded picture of the children prior to starting the new school year.
- 2.10.9 During the final term in reception, the EYFS teacher will begin to prepare children for Year 1. Lessons will gradually become more formal and children will be encouraged to work with greater independence.

Section 3: Links with other policies

3.1.1 This document should be read in conjunction with the following documents:

- Admissions Policy
- Complaints Policy
- Data Protection Policy
- Equalities Policy
- First Aid Policy
- Guidance for safer working practice for those working with children and young people in education settings (April 2020 and any updates thereto)
- Health and Safety Policy
- Intimate Care Policy
- Keeping Children Safe in Education 2021 (and any updates thereto)
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct
- Staff IT Acceptable Use Policy
- Supporting Pupils with Medical Conditions Policy

3.1.2 All staff must adhere to and apply the principles of this document in all aspects of their work. Failure to do so may lead to action being taken under The Partnership Trust's Disciplinary Procedure.