

# EYFS POLICY

**Last Reviewed** – January 2024

**Next Review** – September 2024

**Review Information** – Annually or following a change in legislation

Read and signed by

**Richard White, Chair of Managing Council**

**Date:**

A copy of this policy is published on the school website for parents.

## REVIEW JOURNAL

Version	Approved By	Approved by Manco	Revision Date	Description of change	Author
V10	HM		January 2024	Reviewed against the Statutory Framework for the Early Years Foundation Stage, Jan 2024	HM/LTE/AW
V9	HM		October 2023	Further review and developments	HM/LTE/AW
V8	HM		September 2023	Reviewed against the Statutory Framework for the Early Years Foundation Stage, 2023	HM/LTE/AW
V7	HM		March 2023	Mid-year review	HM/LTE/AW
V6	HM		September 2022	Annual review - in development with new EYFS Lead	HM/LTE/AW
V5	HM		September 2021	Reviewed against the Statutory Framework for the Early Years Foundation Stage, 2021	HM/ LTE/SG

## DOCUMENTS & GUIDANCE USED IN REVIEW PROCESS

Document/Guidance	Date
Statutory Framework for the Early Years Foundation Stage, 2023	January 2024
Statutory Framework for the Early Years Foundation Stage, 2023	September 2023
ISI Commentary 2022 – 2023	March 2023
Statutory Framework for the Early Years Foundation Stage, 2021	September 2021
DfE Character Education	September 2021
ISI Commentary 2021- 2022	September 2021

## TO BE READ IN CONJUNCTION WITH:

Document/Guidance
Child Protection Policy & Procedures
Behaviour, Rewards & Exclusions Policy
Complaints Policy
EYFS Supervision of Pupils Policy
Educational Trips and Visits Policy
SEND Policy & SEND Offer for Parents
English as an Additional Language Policy
Intimate and Personal Care Policy
Online Safety Policy, Acceptable Use Policies and Mobile Phone and Technologies Policy
First Aid Policy
Sleeping Arrangements Policy

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## 1. AIMS

At Polwhele House we are committed to providing the highest quality Early Years Education for children by offering a bespoke curriculum which fosters an enthusiasm to learn, that is challenging and progressive, all whilst providing a stimulating environment, which creates a consistent, positive learning experience.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for successful progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

- Every pupil feels safe, cared for, happy, is willing to take risks and enjoy their learning.

## 2. LEGISLATION

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2024.

## 3. STRUCTURE OF THE EYFS

The Early Years Foundation Stage (EYFS) at Polwhele House consists of The Nursery School, from two years old to Reception, age 4+.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### A Unique Child

*“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” (Statutory Framework for the Early Years Foundation Stage).*

At Polwhele House School we aim to:

- recognise that children develop in individual ways and at varying rates.
- give equal weighting to all areas of development with an understanding of the factors that may affect an individual child's progress.
- treat children as individuals and ensure each has equality of opportunity irrespective of gender, disability, race, religion or culture, actively promoting the Fundamental British Values.
- provide a safe and secure learning environment appropriate to all children.
- teach children how to make choices, assess risks and keep themselves safe.
- promote an environment in which every child feels able to make a positive contribution and enjoy personal success.
- enable children to start to make healthy choices in relation to diet and exercise.
- support children's emotional and social development.
- be vigilant towards safeguarding issues.

### Positive Relationships

*“Children learn to be strong and independent through positive relationships” (Statutory Framework for the Early Years Foundation Stage)*

At Polwhele House School we aim to:

- model, encourage and expect all members of the school community to follow our school rules – ready, respectful and safe
- provide a friendly, helpful and highly informative program of induction for all children/families new to the class/school.

- interact with children and their families in a caring and professional manner in order to build meaningful relationships.
- help parents/carers in supporting their children in any way possible i.e. academically, emotionally, socially e.g. through parent-teacher meetings, informal discussions, sharing books and school celebrations and events.
- show respect in all our interactions so that children learn what it means and to develop it themselves.
- work closely with the families of all pupils to ensure children achieve their full potential.
- build warm, trusting relationships in order to support children's learning effectively.
- communicate with parents regularly about their children's progress and development.

### **Enabling Environments**

*“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.” (Statutory Framework for the Early Years Foundation Stage).*

At Polwhele House School we aim to:


- plan a learning environment both inside and outside that encourages a positive attitude to learning.
- put a strong emphasis on being outdoors to explore, use their senses and be physically active.
- provide a well-resourced environment that is safe, secure and accessible to all children.
- carry out regular observations which inform the next steps for development and allow us to plan according to individual children's needs, interests and abilities.
- record observations of children's learning in a variety of ways including photographs and upload this evidence to the web based assessment tool, Tapestry which is shared with parents/carers.
- Assess children formally according to the Foundation Stage Profile throughout the academic year in order to build a full picture of their learning.
- encourage children's natural exploratory nature through a wide range of activities and learn about risks.
- provide challenging yet achievable activities.
- foster good links with the local and wider community to provide a varied selection of experiences and environments for the children to engage with, for example trips to the local library, welcoming local visitors to the school to talk to the children about a range of topics
- Ensure that activities that provide this level of interaction are on offer at all times and include regular Outdoor Learning sessions.

### **INTENT:**

Learning and Development

*“Importance of learning and development. Children develop and learn at different rates.” (Statutory Framework for the Early Years Foundation Stage).*

We recognise that play underpins all learning and development for young children. Most children play spontaneously, although some may need adult support. It is through play that



children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside, we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children and adults as well as on their own. They communicate with others as they investigate and solve problems and develop reasoning and questioning skills.

At Polwhele House School we aim to:

- show recognition of the crucial role that play has in every area of a child's development, supporting and extending it where appropriate.
- provide the children with the time and space they need in order to experiment, solve problems and be creative.
- offer a wide range of physical and mental challenges with an emphasis on active learning in order to engage children for sustained periods of time.
- provide a balance of teaching and learning strategies to cater for the different learning styles of all children.
- support children in making connections between things they have learned and experiences at home, at school and within the wider community.
- keep parents/ carers informed about their children's development through the online assessment tool, parent/teacher meetings, written reports and informal conversations at the beginning or end of the school day.
- provide information on topics being explored to parents. These will be reviewed regularly with communications with the children to ensure their interests and development is at the core of the planning process.

#### 4. CURRICULUM

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning, thus enabling our children to achieve the early learning goals.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Weaving through all areas of learning are The Characteristics of Effective Learning:

- Playing and exploring
- Active Learning
- Creating and thinking critically

The ways in which the child engages with others and with their environment underpins learning and development across all areas and supports the child to remain an effective and motivated learner.

### **Personal, Social and Emotional Development**


PSED is centred on emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It provides focus on developing respect for others, social competence and independence and a positive disposition to learning. It encompasses health and self-care promoting independence and an awareness of healthy lifestyle. PSED feeds into all subjects of the national curriculum and is further supported by out school rules, ready, respectful, safe.

In our EYFS we promote PSED through:

- Praising achievement
- Circle time and sharing sessions
- Resources promoting positive images of differences (games, books, puzzles)
- Assemblies and collective worship following the school's rules and Life Skills themes
- Multicultural resources, including picture books
- Providing positive role models
- Secure routines and a safe environment
- Labelling resources clearly and making them accessible to children.
- Ensuring there is time and space for children to focus on activities and experiences that develop their own interests.
- Planning for children to work independently and also in collaborative groups where they need to share and co-operate.
- Positive behaviour management systems, including earning tokens as part of the set house system
- Supporting pupils in managing their own feelings and behaviours.
- Model and support pupils to resolve conflicts and disagreements with their peers.
- Promoting a sense of belonging to our community and school family.
- Being part of the Pre-prep department and learning from each other.
- Giving Polwhele House School Commendations and class rewards for a range of outcomes, including PSED (Reception and Nursery3).
- Promoting independence throughout all areas of hygiene.
- Encouraging an awareness of healthy lifestyles, through a range of visitors and activities linked to exercise, healthy food choices and oral health and the reasons behind these choices.

### **Communication and Language**

This area of learning includes speaking and listening, involving the sustained ability to hold lengthy conversations, encompassing a range of questioning skills to develop and enhance knowledge. The development of children's spoken language underpins all seven areas of learning and development. Encouraging the art of listening is a key skill to foster



during the early years. Children's back-and-forth interactions from an early age and two-way conversations form the foundations for language and cognitive development.

We promote Communication and Language by:

- Valuing children's talk
- Developing the children's ability to listen to others and hear what is being shared.
- Providing the children with opportunities to communicate their own thoughts, ideas and feelings and to develop conversation with children and adults
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
- Encouraging careful listening through games, stories, circle time and music.
- Using open-ended questioning to stimulate thought and encourage the children to express their own thoughts and ideas.
- Encouraging children to value, share and enjoy books together.
- Linking language with physical movement e.g. action songs and rhymes.
- Opportunities to perform through storytelling with actions and inclusion in Pre-prep performances e.g. Nativity

### **Physical Development – Gross Motor and Fine Motor Skills**

This area of learning includes moving and handling through large and small scale physical activity which develops an awareness and increased control of children's own bodies.

We promote PD by:

- Developing and improving co-ordination, control, manipulation and movement.
- Offering appropriate physical challenges, enough space and time and a range of resources both inside and outside to develop skills such as climbing, balancing, throwing, catching and maneuvering wheeled toys.
- Encouraging a variety of movement through dance and drama.
- Developing fine motor skills and hand-eye co-ordination, through drawing, cutting, painting manipulating clay and dough, pouring sand and water, threading beads, construction toys, tools and messy play opportunities.
- Encouraging handwriting skills by supporting fine motor control and hand-eye co-ordination through activities such as malleable play, jigsaws, pegs and peg boards, finger painting, drawing in sand trays, shaving foam, gloop etc.

### **Literacy**

In this area of learning we begin linking sounds to letters and reading and writing simple words. We foster and promote a passion for storytelling, sharing books and developing early reading and writing skills.

We do this through:

- Providing an environment which promotes written language e.g. signs, labels, environmental print, book corner.
- Promoting children's emergent writing through role play and in the mark marking area using a variety of writing materials and responding to stimuli such as post cards, greetings cards, envelopes, letters etc.
- Providing opportunities for children to see adults writing for a purpose e.g. writing a shopping list for cookery ingredients the class needs.

- Encouraging children to retell stories using puppets, props, small world toys, story sacks and story maps.
- Encouraging children's imaginative story telling through role play, small world play, sand and water play.
- Starting the school's chosen SPP, Read, Write Inc.
- Talking about the features of books especially in shared time.
- Encouraging children to use a variety of cues when reading- manual, contextual, phonological.
- Promoting a robust knowledge of phonics through a using a multi-sensory approach
- Encouraging children to value, share and enjoy books together.

## **Mathematics**

This area includes number, number patterns and mastery of number. We promote Mathematical skills, concepts and strategies by:

- Giving children a variety of experiences to count, sort, match and order real objects.
- Developing mathematical understanding through practical activities and first-hand experiences.
- Providing a meaningful context for maths e.g. stories, role play, and real problems such as planning a party and cooking.
- Making regular use of number rhymes and songs.
- Developing children's use and understanding of mathematical language.
- Providing opportunities to explore volume and capacity e.g. in sand and water play
- Providing opportunities to investigate shape, space and size e.g. in building and construction.
- Looking for numbers, patterns and shapes in the environment.
- Using and experimenting with numbers including numbers larger than 20, where appropriate.
- Talking about numbers and using open-ended questions to encourage children's mathematical thinking.
- Developing a sense of time through daily routines.
- Developing positional language through small world play e.g. positioning furniture in the dolls' house or animals on the farm.
- Appropriate and considered implementation of the school's chosen Maths curriculum 'White Rose Maths' and exploring NCTEM provision, supported by creative mathematical opportunities and hands-on practical exploration as part of opportunities to think critically.

## **Understanding of the World**

In this area of learning children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This provides the foundation for later work in Science, History, Geography, Design and Technology, Computing, Life Skills, Religious Studies and Cultural Diversity.

We promote UW by:

- Providing first hand experiences that encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think, use all of their senses.
- Providing a wide range of activities, indoors and outside that stimulate children's interests and curiosity.




- Promoting children's thought and investigation by asking open-ended questions.
- Encouraging the children to explore the immediate environment.
- Developing geographical concepts, features and language through small world play e.g. model farm, road mats, making landscapes in the sand tray.
- Recreating and exploring different aspects of the environment and the wider world through role play e.g. shops, post office, travel agent, hospital, vet, rocket.
- Discussing their own family traditions and experiences.
- Using water play to investigate floating and sinking, absorption, water power, bubbles, ice etc.
- Using sand play to compare the qualities of dry and wet sand.
- Using paints, malleable materials and cooking to explore materials and observe changes.
- Using construction toys, blocks and recyclable resources to develop Design Technology skills.
- Using tape recorders, CD players, programmable toys and computers to develop IT.
- Discussing the weather and seasonal changes.
- Developing an understanding of a sense of time through daily routines.
- Developing a sense of the past, present and future through discussion about events e.g. today we are doing this...yesterday we...tomorrow we will...
- Using a range of resource and strategies to make comparisons, recreate life in a different time and to explore the past, for example using photographs, stories, role play and hands-on experiences such as making observations about artefacts.
- Using the natural outdoor environment to make observations and explore their senses.
- Assemblies and collective worship following the school's values and Life Skills themes.
- Whole school events and celebrations.
- Exploring diversity, inclusion and developing multi-cultural awareness.

### **Expressive Arts and Design**

This area of learning includes art, music, dance, role-play and imaginative play.

We promote Expressive Arts & Design by:

- Providing a stimulating environment.
- Valuing children's creativity and original ideas.
- Encouraging children to express themselves through art, music, dance, role play, drama, and imaginative play.
- Encouraging imaginative play in a range of contexts e.g. role play, small world play, malleable materials, construction, sand and water play, puppets, storytelling.
- Providing a balance of adult-initiated and child-initiated activities.
- Providing multi-sensory experiences.
- Providing opportunities for children to explore colour, shape, texture and space.
- Using the outdoor environment as an enhanced learning opportunity through the use of natural materials.
- Providing opportunities for children to enjoy and respond to music.
- Providing a wide range of good quality materials with which children can explore and experiment.
- Allowing sufficient time for children to explore and experiment, develop and refine ideas.
- Helping children develop confidence in their own ideas and abilities

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- Helping children become more independent in making choices, selecting resources and techniques, responding to stimuli.
  - Giving all children opportunities to perform, present and watch a range of productions and performances both in and outside of school.

### **Characteristics of Effective Learning**

We promote and support the characteristics of effective learning by:

- Giving pupils the opportunity to investigate and explore.
- Allowing them to use resources that they know and those that are unknown to them safely.
- Modelling a 'have a go' attitude towards all new learning experiences.
- Providing opportunities and activities that promote concentration and thinking time.
- Modelling perseverance and the importance of not giving up.
- Praising achievements set by the child themselves
- Giving pupils time to plan their own learning opportunities, and plan how they will complete tasks, supporting them when necessary
- Supporting pupils to make links with prior experiences and learning.

### **4.1 Planning**

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.


In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice, therefore Long term planning is based on a cycle of loose topics.

EYFS teaching and learning expectations are stated in whole school curriculum overview documents showing progression through each subject starting with the early years.

Medium term planning relates to one loose topic, is based on all 7 Areas of Learning and includes the learning objectives to be covered and examples of activities that may be provided over a half term. Children's ideas, feelings and interests are also taken into account from discussion with the class at the end of the week, through teacher to child talk and observations. Medium term plans may be added to or changed throughout the half term to follow children's interests or incorporate special activities that arise (e.g. lambs coming to the field next to the school.)

Short term planning consists of a weekly overview of continuous provision with provision enhancements.

Observations on the children will also provide additional information for assessment purposes and the plan, do, review cycle, informing next steps. The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning and



provide 'free-flow' opportunities. The children make their own selection of the activities and open-ended resources on offer as this encourages independent learning.

Children with English as an additional or second language will be supported as much as possible. We will arrange for advice through our school SENDCo and will source a range of books in the home language. We will encourage an understanding of cultural differences and support the child to share their home language with their peers. Please see our SEND and EAL policies.

## **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

### **Inclusive Practice**

As stated in the Equality Act of 2010: We value the diversity of individuals within the EYFS and all children are treated fairly, regardless of their race, gender, qualities, unique attributes, religion or abilities. All children and their families are valued within our School.


As per the information in the DfE Character Education document we consider how our provision can support all pupils' aspirations and personal development.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs and styles.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Promoting a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning of appropriate learning opportunities and experiences which meets the needs of each individual at their point of need.
- Monitoring children's progress against the outcomes stated in the Early Years Framework and the characteristics of effective teaching and learning and taking action to provide support and challenge as necessary.
- Encouraging parents to become involved in sharing observations of their children at home and use them alongside observations within the setting.
- Reflecting on the different rates at which children are developing and adjusting our practice and provision appropriately.

## **5. ASSESSMENT**

At Polwhele House, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning



styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. Parents are invited to discuss these with the Nursery Lead.

Within the first 6 weeks that a child **starts reception**, staff will administer a Reception Baseline Assessment.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

In EYFS a wide range of evidence including photographs, examples of work or observations, in all seven areas of learning is collected and forms the basis of a child's Early Years Foundation Stage Profile. This is logged via our Tapestry system and learning journey books. Tapestry is updated weekly which allows parents to receive up to date information regarding their child's learning and other evidence is shared during parents meetings throughout the year.

All of this evidence informs our judgments in the end of year Early Years Foundation Stage results that are sent to the LA in June. The Early Years Foundation Stage Profile folders of compiled evidence are moderated internally within the EYFS team, Pre-Prep team, at a local level with other EYFS practitioners and by LA advisors and inspectors if requested.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. It reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The Year 1 teacher spends time with the EYFS pupils during the school day and has knowledge of the children before they enter KS1. Professional dialogue and discussion of the EYFS pupils is part of daily practice within the Pre-prep team and any achievements and concerns are shared. The Year 1 teacher is given a copy of the Profile together with access to their end of year reports and books/evidence to inform the next steps for each child as they enter their next stage of learning and the National Curriculum.

Results from the EYFS judgements are shared with the Year 1 teacher, staff, SMT and the Managing Council. This includes information and comparison between the School standards, County and National standards, where possible.

## 6. WORKING WITH PARENTS AND CARERS

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.


We do this through:

- Inviting all parents to bring their child to the bespoke 'Stay and Play' booked in sessions (at a mutually arranged time) which takes place in our Nursery provision.
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- Giving children and parents/carers tours of the EYFS and Pre-Prep building including taster mornings or days where the children can become familiar with new environments and meet their peers and the EYFS team.
- Providing new parents/ carers with written information about the school class via the School Prospectus and EYFS Handbook.
- Offering parents regular opportunities to talk about their child's progress.
- Encouraging parents to talk to the child's teacher if there are any concerns. If needed a meeting will be set up between the staff and parent/carer so that any issues can be resolved quickly. There are formal meetings for parents in the Michaelmas and Lent terms at which the teacher and the parent discuss the child's progress.
- Opportunities for parents to attend open afternoon sessions when they can view their children's work and evidence folders.
- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances.
- Offering a range of activities that support the involvement of parents: topic information, Reading Record diary and daily reading at home, Teams, Tapestry. School Newsletters are also sent (electronically) so that Parent/Carers are informed of whole school issues. These are also available on the school's website.
- Encouraging parents to access the online assessment tool (Tapestry) and add observations of the child's learning / activities at home.
- We also work closely with professionals and outside agencies to meet the needs of individual children. For example, we have links with Kernow Young Carers and information which can be found on the staff website.
- We ensure that staff are accessible and can speak to parents directly and in a timely manner about problems, concerns or questions at drop-off and collection time at the end of the day. Parents have teacher emails as well as contact opportunities through Tapestry and the school communication system, WEDUC.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate, in collaboration with the Head of EYFS.

Parents receive three reports a year. An initial target setting report in Michaelmas, a pastoral based report with review of targets and achievements in Lent and a full report at the end of the academic year. This includes the results of their child's EYFS Profile.



At the end of the Nursery Year each child receives a short report which summarises their achievements and attitudes towards their learning, focusing mainly on the Prime Areas; Communication and Language; Physical Development; Personal, Social and Emotional Development.

At the end of the Reception year, we produce a detailed written summary of the children's attainment against the Early Learning Goals (ELGs).

For each ELG it will state if the child is:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The written report will also:

- State the child's attainment against the ELGs.
- Summarise attainments in all areas of learning.
- Comment on general progress, including the characteristics of effective learning.

The reports will:

- Be specific to the child.
- Be concise, positive and informative.
- Help to identify appropriate next steps.

## **7. SAFEGUARDING & WELFARE PROCEDURES: INC. RATIOS, HEALTH CARE, MOBILE PHONES**

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage and the Safeguarding Vulnerable Groups Act 2006.

We are committed to:

- Promoting the welfare of children.
- Promoting good health, preventing the spread of infection and taking appropriate action when children are ill.
- Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensuring all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensuring all adults who look after the children or who have unsupervised access to them have had all appropriate checks completed.
- Reporting any member of staff who has been disqualified or has left before they have been made to do so.
- Ensuring that the premises, furniture and equipment are safe and suitable for purpose.
- Ensuring that every child receives enjoyable and challenging learning and development experiences tailored to meet their individual needs.

- Maintaining records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
  - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
  - Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:
    - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
    - For all other classes, we have at least 1 member of staff for every 13 children
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

EYFS staff promote the good health, including the oral health, of children attending the setting. They follow procedures in the First Aid and Medical Appointments Policy, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Parents are given advice and supported as needed. Medicine (both prescription and non-prescription) is only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable. Please see the First Aid and Medical Appointments Policy for more information about where medicines are kept and how they are administered.

The school is a non-smoking/vaping premises.

We promote good oral health, as well as good health in general, in the early years by talking to children about, for example:

- The effects of eating too many sweet things
- The importance of brushing your teeth

- Inviting local health professionals, dentists and dental nurses into school to talk to the children about dental hygiene.

All meals, snacks and drinks provided by the school are healthy, balanced and nutritious. Before a child is admitted to the setting, the school obtains information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water is available and accessible to children at all times. We record and act on information from parents and carers about a child's dietary needs and all information is shared with the catering team. All staff involved in preparing and handling food receive training in food hygiene, including the EYFS and Pre-prep staff for curriculum cooking and baking tasks.


It is important to us that all children in the EYFS and within Pre-prep are 'safe'. Our EYFS courtyard and outdoor learning space is fenced for security. Pre-prep has different door codes to the rest of the school and these are only shared with school staff. Visits to the school woodland area and EYFS outdoor classroom are facilitated and supervised following the required staff/child ratios. Staff who are teaching in the Pre-prep are told that outdoor learning is taking place for each EYFS group. EYFS staff take a means of communication with them on outdoor learning experiences to ensure that they can communicate with other staff members. Personal mobile phones are not permitted in EYFS settings, however, when taking learning outside and around the grounds of the school, staff may use them for emergency communication.

We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. This applies in particular when the children are outside of the Pre-Prep site and accessing the wonderful facilities on the rest of the main campus. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. An EYFS Risk Assessment Overview is in place and is referred to and edited as per need. Staff complete a weekly review of the Risk Assessment, in addition to an annual review and both refer to the statutory EYFS ratios. Educational Visits are planned carefully with Risk Assessments completed prior to any journey or excursion off-site. These are completed following the school's Educational Visits Policy. All risk assessments are also sent to the Head for their approval and are stored centrally.

We follow the school's Safeguarding Policy. Mrs Hilary Mann (Head) is the DSL, including DSL for the EYFS and Mrs Lynne Topsey-Eaton (Deputy Head) and Ms Tara Brown are the DDSs.

As per the statutory expectations set in the Early Years Foundation Stage Framework, all staff working in the EYFS do not use their mobile phone when the children are present and are directed to leave their phone in the agreed designated area at all times. These can only be accessed on a designated break and this is away from children. Photographs must not be taken of any EYFS child on any personal phones or any other personal storage device. Only school-owned devices can be used to take photos or videos. Staff who bring personal mobile phones into the setting must ensure that there are no inappropriate or illegal content on them.





All members of staff should remain vigilant and report any concerns to the designated DSL. Parents and staff are informed of the complaints procedure and Child Protection Policy and staff are made aware of the whistleblowing procedure.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## 8. SUPERVISION

EYFS staff receive supervision from their line manager each half term. In these meetings, staff may share good practice and observations on children and families in their care. Minutes of these meetings are shared with the Head and Deputy Head.

## 9. MONITORING ARRANGEMENTS

At every review, the policy will be shared with the governing board.

This policy is reviewed annually.

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**Created:** September 2018

**Reviewed:** September 2019; October 2019; December 2019; September 2021; September 2022; March 2023; September 2023; October 2023, December 2023, January 2024

**Review date:** Annually, according to the school's policy review cycle or following a change in legislation in the statutory expectations for the EYFS.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection Policy and Procedures
Procedure for responding to illness	See First Aid Policy
Administering medicines policy	See First Aid Policy
Emergency evacuation procedure	Please ask to view the Emergency Procedures Policy
Procedure for checking the identity of visitors	See Child Protection Policy and Procedures
Procedures for a parent failing to collect a child and for missing children	See EYFS Supervision of Pupils Policy
Procedure for dealing with concerns and complaints	See Complaints Policy