



EARLY YEARS FOUNDATION STAGE POLICY DSL V PRIMARY AND NURSERY

1. Introduction

This introduction is taken directly from the Statutory Framework for the Early Years Foundation Stage (DfE 2012) and sets the expectations for all schools and settings with regards to the EYFS. The Academy's policy for EYFS is set in the context of this Statutory Framework.

- 1.1 Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
- 1.2 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 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- 1.3 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 planned 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.**
- 1.4 The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:
 - the *areas of learning and development* which must shape activities and experiences (*educational programmes*) for children in all early years settings;
 - the *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
 - *assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).
- 1.5 The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

2. Overarching principles

2.1 Four guiding principles should shape practice in early years settings. 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and 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.

3. The areas of learning and development

3.1 There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

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

3.2 The Academy will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

3.3 The curriculum will involve activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

4. Provision

Note: the term “practitioners” is used generically to refer to teachers and a range of other professionals working with children in EYFS.

- 4.1 Practitioners consider 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 for each child in all of the areas of learning and development.
- 4.2 For children whose home language is not English, the Academy will take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Practitioners will ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.
- 4.3 Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There is an ongoing judgement to be made about the balance between activities led by children, and activities led or guided by adults. Practitioners will 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.
- 4.4 In planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:
 - **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; and
 - **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. Outdoor Play and Learning

- 5.1 Young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments for learning through play and real experiences. A rich, stimulating outdoor environment full of irresistible stimuli, contexts for play, exploration and talk, plenty of real experiences and contact with the natural world. provides young children with one of the best possible environments in which to experience and learn new skills and make fresh discoveries.
- 5.2 Outdoors is a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment. It provides the opportunity for challenge and assessed risky freedom, where children can play and socialise freely and use their imagination and initiative. Young children’s basic need for well being and involvement, and their urge to explore and make

sense of the world, is developed through high-quality play in an outdoor environment. Well planned and well resourced outdoor play experiences with involved adults, allows for progression in a child's thinking and understanding.

- 5.3 Physical Development enhances the development of young children's gross motor skills, develops co-ordination, balance and body awareness, and keeps the body, heart and other organs healthy, and develops a life long good habit of daily exercise.

6. Assessment

- 6.1 Ongoing, formative assessment is an integral part of the learning and development process. Practitioners will observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners will respond to their own day-to-day observations about children's progress, and observations that parents and carers share.
- 6.2 We ensure that we:
- Observe children as they act and interact in their play, everyday activities, child initiated activities and planned activities, and learning from and sharing with parents about what the child does at home;
 - Consider the examples of development, observing what children can do, and identifying the stage on their developmental pathway;
 - Consider ways to support the child to strengthen and deepen their current learning and development;
 - Consider the individual needs, interests, and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- 6.3 If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carers and agree how to support the child. Practitioners will consider whether a child may have a special educational need or disability which requires specialist support. Where relevant, links will be made to relevant services from other agencies and families helped to access these.
- 6.4 When assessing communication, language and literacy skills for children whose home language is not English, practitioners will assess children's skills in English. If a child does not have a strong grasp of English language, practitioners will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
- 6.5 Practitioners will undertake assessment of attainment on entry to YR by matching evidence from observations of individual children against the criteria in the non-statutory guidance "Development Matters in the EYFS" within the first six weeks in the Academy. Information from this process is used to identify individual issues as well as provide an indication of how attainment of the cohort compares with age related expectations.
- 6.6 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child. Each child's level of development will be assessed against each of the 17 early learning goals, which indicate the level of progress children should be expected to have attained by the end of the EYFS. Practitioners will determine whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The Profile reflects: ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

7. Safeguarding and welfare

- 7.1 This section sets out specific safeguarding and welfare arrangements for EYFS , in the context of the Academy's overall Safeguarding Policy.
- 7.2 Each child will be assigned a "key person" who will normally be the class teacher. The Academy will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending the Academy. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.
- 7.3 Photographs of children engaged in a range of activities are an integral part of ongoing observation and assessment activities. When children enter EYFS, parents will be asked to sign a specific consent form. A mobile phone must not be used for taking these photographs, but the EYFS has a number of Samsung Tablets with forward facing cameras which are specifically designated for this purpose. These are stored securely within the academy when not in use.
- 7.4 Behaviour expectations in EYFS are covered by the Academy's Behaviour policy.
- 7.5 Outside areas will be assessed for risk and fire, in the same way as all other areas of the Academy (re: Health and Safety policy). See Outdoor Play Risk Assessment in Appendix 1.

8. Policies which directly relate to this policy:

- Inclusion Policy
- Gifted and Talented Policy
- Assessment, Recording and Reporting Policy
- Equality Duty Policy
- Safeguarding Students, Child Protection, Missing Students Policy
- Behaviour for Learning Policy
- Health and Safety Policy

This policy will be reviewed two yearly by the Curriculum, Learning and Student Care Committee, or as required by any changes to statutory legislation

Policy agreed by the Curriculum, Learning and Student Care Committee: 18 th June 2013	Policy ratified by the Full Governing Body: 16 th July 2013	Signed by Chair of Governors: Debby Clayton
---	---	--

Appendix 1

DSL V Primary and Nursery

RISK ASSESSMENT FOR NURSERY AND YEAR R OUTDOOR PLAY AREA

Significant Hazard and Identified Risk	Control Measures/Operating Procedures	Residual risk rating
Exposure to weather Hypothermia, Sunburn etc	Ensure appropriate clothing is worn. Provide shaded areas.	Low
Debris e.g. Animal excrement, litter, broken glass, syringes, cuts, suffocation, infection	Daily check of area prior to use to remove	Low
Losing a Child Trespassers	Daily check of boundaries. Ensure outer gates are locked and appropriate supervision of area. Ensure adult supervision of children.	Low
Environment – Plants, insects, pigeons. Poisoning, stinging, infection.	Make children aware not to eat plants, berries etc. (if concerned about unknown plants, identify and remove if necessary). Trained First Aid Staff on site.	Low
Doors, Gates, Fences Trapping fingers, bumps, splinters.	Hooks to fix gates open. Staff awareness. Trained First Aid Staff on site.	Low
Movement in Area Bumps, falls, sprains, cuts, grazes etc.	Trained First Aid Staff on site	Low/Med
Inappropriate behaviour of children	Advise children of boundaries and expectations of behaviour. Follow Behaviour Policy.	Low
Special needs children and children needing additional supervision	Adequate level of support. Children's awareness of danger. Check suitability of area and activities for specific needs e.g., wheelchair access.	Low
Climbing Equipment (slides and balancing) clothing getting caught/strangulation, falls, sprains, bumps.	Daily safety check of equipment and correct assembly by staff. Appropriate safety fall surface/mats. Staff to monitor hazards caused by clothing. Ensure children in Year R wear their band safely. Trained First Aid Staff on site. Avoid overcrowding.	Low
Large equipment – Rockers. Falling off/out, feet caught under. Bumps/bruises	Trained First Aid Staff on Site	Low

<p>Large construction Hit by falling blocks, trapment of fingers, splinters.</p>	<p>Daily Safety Check of equipment by staff. Trained First Aid Staff on Site. Adult supervision in the area. Children trained on safe use and aware of appropriate behaviour.</p>	<p>Low</p>
<p>Wheeled Toys – Trikes, bikes, scooters stepper etc. falling off, entrapment of limbs, crashing into walls, running into/over others. Bumps, sprains, cuts and grazes.</p>	<p>Daily Safety Check of equipment by staff. Trained First Aid Staff on Site Ensure children wear helmets whilst riding bikes.</p>	<p>Low</p>
<p>Sand, Soil and Water Play Sand/soil in eyes, drowning, slipping. Splinters, falling backwards from seating area around large sandpit. Debris and cat faeces</p>	<p>Adult supervision in the area. Children aware of appropriate behaviour. Trained First Aid Staff on Site. Cover to prevent debris and cat faeces when not in use.</p>	<p>Low</p>
<p>Small apparatus and equipment – bats, stilts, skipping ropes, gardening tools etc. Hit by swinging, strangulation.</p>	<p>Adult supervision in the area. Children aware of appropriate behaviour. Trained First Aid Staff on Site.</p>	<p>Low</p>
<p>Ball Tent Suffocation</p>	<p>Adult supervision in the area. Children aware of appropriate behaviour. Trained First Aid Staff on Site. Limited numbers.</p>	<p>Low</p>
<p>Small equipment – construction, small world, scissors, pencils, malleable materials etc. Cuts, choking.</p>	<p>Adult supervision in the area. Children aware of appropriate behaviour. Trained First Aid Staff on Site.</p>	<p>Low</p>
<p>SIGNED: CLAIRE HYNES, Head of Literacy and Transition, Primary DATE: June 2013</p>		