

Girton Glebe Primary School



EYFS Policy

November 2018

1 Introduction

The Early Years Foundation Stage follows the Statutory Framework for all Early Years providers which became effective from September 2014. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

The Early Years Foundation Stage is important in its own right, and we at Girton Glebe Primary School ensure that children learn, develop well and are kept healthy and safe. We provide and promote teaching and learning to give children the right foundations for good progress and in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.

Effective practice in the EYFS is built on the following guiding principles which should shape our 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- the framework covers the education and care of all children in our early years provision, including children with special educational needs and disabilities.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:

- it builds on existing knowledge and skills;
- it ensures that no child is excluded or disadvantaged; children develop and learn in different ways and at different rates.
- 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.

2 Aims of the Foundation Stage

Our aim at Girton Glebe Primary School for working with children in the early years is to provide a safe and supportive learning environment where we can build on children's previous learning experiences in the home and other settings, provide relevant opportunities and appropriate content to develop their learning. We aim to assist the children in becoming independent and creative thinkers and to equip them ready for future learning throughout their school life and beyond.

The curriculum of the Foundation Stage underpins all future learning by promoting and developing:

- personal, social and emotional well-being;
- positive attitudes and dispositions towards learning;
- making relationships;
- managing feelings and behaviour;
- social skills;
- attention skills and persistence;
- understanding language and communication;
- reading and writing;
- numbers;
- shape, space and measures;
- problem solving;
- understanding of the world and communities;
- physical development;

- creative development;
- expressive arts and design;
- being imaginative.

3 Welfare

We at Girton Glebe Primary School believe 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. As practitioners we endeavour to provide a high quality environment which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and help them understand why they exist. 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. At Girton Glebe Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014 and also following the Government's statutory guidance 'Working Together to Safeguard Children 2015' and Keeping children safe in education.

At Girton Glebe Primary School we:

- Promote the welfare and safeguarding of children
- Promote good health, preventing the spread of infection by taking appropriate action when children are ill.
- Provide a safe learning environment. Throughout the year teacher's plan lessons which teach the children how to keep safe and which adults they can go to.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs. Where a child may present risky behaviours, staff will respond with clear boundaries about what is safe and acceptable. Positive behaviour is promoted consistently. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. If necessary a child may benefit from having a behaviour plan. This will be written and agreed in consultation with parents and SLT.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so by obtaining a DBS certificate in respect of every person aged 16 and over who works directly with children;
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues.
- Ensure we support staff to undertake appropriate training and professional development opportunities to ensure they are able to continuously improve the quality of learning and development experiences for children.

We endeavour to meet all these requirements

4 Safeguarding

The Early Years follows the guiding principles of the whole school Child Protection policy and the staff Code of Conduct. A single central record is kept to safeguard our children.

We have a designated Child protection member of staff who will notify the child protection agency of any allegations immediately.

The lead member of staff is: **Mr Andrew Simpson**

Other trained members of staff who can also be informed of any child protection concerns are:

Mr Tom Austin

Teachers have a duty of care to take safeguarding action in order to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

- peer-on-peer abuse

- sexual violence and harassment between pupils

Staff at Girton Glebe Primary School:

- Attend regular child protection training courses (updated every two years)
- Keep up to date with child protection issues and relevant legislation to help stay aware of the signs of abuse or neglect and what to do if they have a concern
- Know what to do in the event of a disclosure or if they have a concern about a child or member of staff (see Safeguarding & Child Protection policy) explaining to the child what will happen in a way that is appropriate to their level of understanding
- Note significant changes in children's behaviour; unexpected bruising or marks or signs of possible abuse;
- Listen for any comments made which give cause for concern; deterioration in general wellbeing which causes concern; signs of neglect
- Follow up absences, including appropriate checks when children//stop attending the school
- Are sensitive to signs that may indicate possible safeguarding concerns, these could include poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation
- Keep concerns confidential at all times and make a written record on the concerns form which will be passed to the Designated Safeguard Lead or Deputy Designated Safeguard Lead
- Are appropriately qualified in First Aid training
- Record injuries in the designated Accident Book
- Staff have a copy of and understand the written procedures for managing allegations of harm to a child or learner. Staff know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners. All staff follow the whole school whistle blowing policy.

Parents must also notify the class teacher of any concerns they have about their child and any accidents, incidents or injuries affecting the child that occurred outside of school.

Any allegations against a member of staff must be reported immediately to the Head Teacher, who will then inform the Local Authority Designated Officer. Concerns regarding the Headteacher must be referred to the Chair of Governors.

4.1 Mobile Phones/E-Safety

At Girton Glebe Primary School we ensure children are safeguarded from inappropriate usage of mobile phones/cameras by any adult working with children. There is an E-safety policy stating how mobile phones and cameras are to be used and stored in school. Cameras that are used in school must not be used for staff own personal use. Adults/staff are not distracted from their work with their mobile phone as this could lessen the quality of teaching and learning.

- Staff should only use mobile phones on designated breaks and not during the working day. If there is an emergency the member of staff needs to speak to the Early Years Leader or a member of the Senior Leadership Team to decide on relevant procedures for a one off situation.
- If mobile phones are being used on breaks this should be offsite or away from children e.g the staffroom.
- Mobile phones should be stored in the owner's bag which is kept in a teacher's secure cupboard or locker during teaching time
- Staff are advised not to give their mobile phone numbers to students/parents and not to enter into instant messaging communications with pupils or parents
- Parent helpers and volunteers need to be made clear about where to store mobile phones and when/where they can be used while not working directly with children
- Photographs/videos will not be taken on personal mobile phones as school equipment will be provided for this purpose.
- If a child in the Foundation Stage brings a mobile phone into school it will be kept out of the reach of children in a secure place and handed to the child's parent/carer at the end of the day
- A mobile phone will be needed on school trips but must only be used in an emergency or to contact the school/place of visit. Parent helpers must also be made clear about mobile phone usage.
- When joining the school, parents are asked to give permission for their child to be photographed and in what capacity it will be used for. If a parent has signed to say they do not wish their child to be photographed it is the teachers responsibility to ensure that this is adhered to.
- Parent/carers, helpers and volunteers are also informed of the mobile phone policy and they too are not allowed to use their cameras to take photos unless it is of their own child for their own personal use.
- Staff receive training on e-safety from the IT coordinator and follow the schools E-safety policy
- Staff teach the children about safe internet use which is appropriate to their age and development
- Parents are informed about E-safety at home and how they can reduce risks and manage their settings
- The internet has high settings in school ensuring websites are filtered for safety.

4.2 Risk Assessment

At Girton Glebe Primary School there are clear procedures for assessing risk and keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, in the safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of children.

A full risk assessment is carried out prior to an outing and correct ratios of adults to children are adhered to. Written permission is obtained from parents prior to an outing and first aid kits, water and a mobile phone (see above) are carried on all outings.

Risk Assessments are carried out as and when necessary (see separate policy). The children have continuous access to the outdoor learning environment and there is always a member of staff present from each class. The teachers judge the safety and if needed more adults are deployed effectively to ensure safety is covered both indoors and outdoors. Children are directed as to safe practice for all equipment and reminded during play to keep these practices in mind.

Parents complete and sign a 'collection of children' form which gives permission for teachers to hand the child over at the end of the day to any adult on the form. If a child is to go home with a different adult then written or verbal permission is required.

5 Health and Safety

In line with the EYFS statutory framework 2014, at Girton Glebe Primary School we ensure;

- At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.
- Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.
- A whole school medicines policy ensuring that there are systems in place to guarantee that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration requires medical or technical knowledge. Medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. A written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day. (Statutory Framework 2014)
- Fresh drinking water is available at all times. Children are encouraged to bring their own water bottles into school which can be refilled and accessed throughout the day.
- Children's dietary needs are recorded, shared with appropriate adults and acted upon when required.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- Smoking is not permitted in or on the premises.
- A health and safety policy with procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- Staff are expected to wear appropriate clothing that supports them in getting to a child's level and playing and engaging with children at floor level and higher.

6 Teaching and learning style

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

Teachers reflect on the different ways children learn and refer to the characteristics of different learning outlined in the 'Development matters in the Early Years Foundation Stage' Sept 2012 document.

These characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and are confident to 'have a go';
- **active learning** - children enjoy achievements, concentrate and persevere if they encounter difficulties
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their planning and teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and the child;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our own skills, and the regular monitoring of these to evaluate and improve them;
- the regular identification of training needs for all adults working in the Foundation Stage.

6.1 British Values

At Girton Glebe Primary School the British values are embedded within our everyday teaching and learning. We actively promote respect for and tolerance of other faiths, cultures and races; challenge gender stereotypes; involve children in their wider community; challenge behaviours (whether of staff, children or parents) when they are not in line with our Fundamental British Values.

The fundamental British values are:

Democracy - a situation where everyone is treated equally and has equal rights.

We support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources we have made accessible to them. We ensure they are taking turns, sharing, collaborating and making decisions together. Skills that are essential if we are to get on in the adult world.

Rule of law - understanding that rules matter.

We help and support children about when learning to manage their own feelings and behaviour: about and learning right from wrong: behaving within agreed and clearly defined boundaries: about dealing with the +consequences. Each class has a set of class rules which are devised with the children when they start school.

Individual liberty - children's self-confidence and self-awareness and people and communities. This is embedded within PSED *and* Understanding the World.

We help children to develop a positive sense of themselves. Through the opportunities we provide we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We give children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

Mutual respect and tolerance for those with different faiths/beliefs - we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.

At Girton Glebe Primary School we have an ethos of inclusivity and tolerance, where views, faiths, cultures and races are valued *and* where we encourage children to engage with their wider community. We help children to appreciate and respect their own culture and the culture of others. We can help them explore

similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.

7 Play at the Foundation Stage

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate and share ideas with others as they use their senses to investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

We consider the outdoor learning environment just as important as the inside classrooms. Children have access to the outdoor area throughout the day and in all weathers. It is divided into different areas physical, imaginative area, creative area, construction area, book area, sand and a digging area. Literacy and Numeracy is enhanced within the provision. In addition to this we use our Woodland area, Growing area and the local area to support further experiences and learning.

8 Inclusion at the Foundation Stage

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see our policy on inclusion). We follow our legal responsibilities under the Equality Act 2010

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that all children are given the opportunity and potential to achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as speech therapy) as necessary.

The Special Educational Needs and Disability (SEND) policy covers the ethos of inclusion of all children within the curriculum at Discovery Primary School. We liaise with various outside agencies which are crucial to provide the comprehensive service for young children in the Foundation Stage. The school nurse is available to be contacted by parents, but will carry out a health check during the child's reception year at school.

If a child is felt to have special educational needs, this will be discussed with the Inclusion Manager, who will then guide the teacher through the SEND procedure set out in the policy. The parents will be informed at every point in this procedure.

9 The Foundation Stage curriculum

The Foundation Stage covers the period from birth to the point when a child enters Year 1 and we at Girton Glebe Primary School value the experiences children bring with them when they join us. The Early Years curriculum as set out by the DfES and forms the first steps in our whole school curriculum.

The Foundation Stage is broken into seven areas of learning and development which shapes their education. 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.

Children are also supported 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.

Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. Our children's learning experiences enable them to develop competency and skill across all areas of learning.

The Early Learning Goals form part of the National Curriculum, and are in line with the objectives stated in the Key Stage 1 Curriculum.

The Early Years Outcomes document (Sept 2013) provides the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. Our medium-term planning is completed termly, and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working at a higher level within the national curriculum.

10 Assessment

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the areas of learning contained in the Early Years Outcomes document for the Foundation Stage. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observations, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement and it is reported on to the Local Authority.

On entry to the school, after a short period of part-time, teachers use their professional judgement alongside observations gathered to inform their baseline data. Judgements against a child's developmental stage will be recorded on the Early Years tracker. At the end of the first term, teachers will also record their judgements on the Early Years Tracker. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained at our parental consultation meetings.

The teacher completes an assessment each term using the Early Years Tracker Tool, and then children are assessed against the Foundation Stage Profile at the end of the Foundation Stage. The profile indicates whether children are meeting the expected levels of development, or if they are exceeding expected levels or not yet reaching expected levels (emerging). Year 1 teachers are given a copy of the profile report together with a short commentary on the child's characteristics of effective learning.

The Foundation stage unit keeps records of achievement through individual learning journals.

At Girton Glebe Primary School parents receive an annual report that offers comments on each child's progress and characteristics of effective learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

11 The role of parents

We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- visits by the teacher to all children in their home setting prior to their starting school;
- opportunities given to the children to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class;
- encouraging parents to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements, and allowing time to discuss each child's circumstances;
- encouraging parents to stay if there are problems with their child settling;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through the child's home school book and inviting parents to curriculum evenings, in order to discuss the kind of work that the children are undertaking.

There is a formal meeting for parents each term at which the parents discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

Throughout the year there are opportunities for parents to attend open afternoons or to come into school to share their child's learning journal and see their child engaged in play and informally talk with the teacher.

Foundation Stage letters are sent so that parents/carers are informed of the learning taking place and areas to help the child to consolidate learning. In addition they receive a curriculum overview each half term and a newsletter which informs them of whole school issues and important dates and useful information.

12 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. 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 selection of the activities on offer, as we believe that this encourages independent learning.

13 Monitoring and review

This policy is monitored by the governing body, and will be reviewed annually by the Early Years Leader.

This policy should be read in conjunction with the following Whole school policies:
Safeguarding/Behaviour/SEN/EPM guidelines on recruitment of staff/health and safety/E-safety/ICT/Literacy/Numeracy/Risk Assessment folder with guidelines.

Signed:

Date: