



Norton Free C of E Primary School EYFS POLICIES & PROCEDURES

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Author	Sarah Hayes/Lucy Wakes
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This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- Equality Act 2010
- School Admissions Code, DfE 1 Feb 2012
- DfE Statutory Framework for the Early Years Foundation Stage 2021
- www.safeguarding



Norton Free Early Years Policy

Designated Safeguarding Lead	Designated Deputy Safeguarding Lead	Nominated Foundation Stage Governor
Hazel Bell	David Holland	

Statement of Intent

At Norton Free, we value the importance of Foundation Stage as we feel that it is one of the most formative years of a child's life, in which the greatest amount of learning takes place.

'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.' **(Statutory Framework EYFS 2021)**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the **statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.**

Roles and Responsibilities

- The governing body has the overall responsibility for the implementation of this policy.
- The Governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds.
- The governing body has responsibility for handling complaints regarding this policy.
- The EYFS teaching team, in conjunction with the headteacher, has responsibility for the day to day implementation and management of this policy.
- The EYFS teaching team are responsible for familiarising themselves with this policy.

Aims

Through the implementation of this policy Norton free Primary School aims to:

- Support and develop your child's personal, social and emotional wellbeing, ensuring that every child can experience a happy and positive start to school life.
- Provide a safe and secure setting in which, positive attitudes towards learning are promoted, ensuring that every child has the opportunity to become a confident independent learner.
- Support children in developing good communication and listening skills, which will aid children in building strong relationships with staff and peers alike.
- Build strong relationships with parents and carers and work alongside parents to ensure that their child can reach their full potential, as we recognise that they have been the initial educator in their child's life prior to beginning school.
- Value all areas of the EYFS curriculum equally and understand the importance of having a secure grounding in the prime areas (social, communication and physical skills) to ensure that all children have the key skills they require to develop in other areas of the EYFS and Primary curriculum though out their school life.

Four Guiding Principles

Norton Free Primary adheres to the four guiding principles which are outlined in the **EYFS Framework 2021 p.6**, which shape the practice within the Foundation Stage Setting- being:

- *every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured*
- *children learn to be strong and independent through positive relationships*
- *children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.*
- *importance of learning and development. Children develop and learn at different rates...including children with special educational needs and disabilities (SEND)*

To put these principles into practice, the school:

- Values every child for their individual strengths and abilities and celebrates 'the whole child'.
- Considers the individual needs, interests, and stage of development of each child in their care, and uses this information to plan a balanced and enjoyable curriculum.
- Responds to each child's emerging needs and interests, guiding their development through warm, positive interactions and provides a safe and secure learning environment.
- Plans challenging and enjoyable learning experiences, which are informed by observations and assessments.
- Works in partnership with parents and Carers

Learning & Development

Our Early Years setting follows the curriculum as outlined in Educational Programmes within the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 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.

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**.

The specific areas are:

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

Weaving throughout the EYFS curriculum are the **Characteristics of Effective Teaching and Learning**:

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

These elements underpin how practitioners reflect on each child's development and adjust practice accordingly.

Development Matters provides non-statutory curriculum guidance for the EYFS. It provides an overall view of how children develop and learn. It guides but does not replace practitioner's professional judgement. As stated in Development Matters, children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children, they should not be used as check lists.

Activities planned will consider individual needs, interests, and stage of development of children in our care, and teachers will use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Nurseries (Foundation Stage 1) focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. At Norton free in Foundation Stage the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any prime area gives cause for concern, teachers must discuss this with the child's parents and/or carers and agree how to support the child. Teachers will consider whether a child may have a special educational need or disability which requires specialist support.

Each area of learning and development is implemented through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. The balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Assessment

At Norton Free we use a combination of on-going and summative assessments to evidence the progress each child has made and to highlight any gaps in learning. Teachers also observe pupils to identify their level of achievement, interests and engagement. These observations are used to shape future planning. Observations are recorded in an online learning journal platform 'Tapestry' - which is also accessible to parents, who can record photos and notes of their children within the home environment.

Reception Baseline Assessment

Within the first 6 weeks that a child starts reception, teachers will administer the Reception Baseline Assessment (RBA).

Throughout their time in the Reception Year children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as **Early Learning Goals (ELGs)**. At the end of the EYFS, practitioners complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- **Expected** - meeting expected levels of development
- **Emerging** - not yet reaching expected levels of development

The profile reflects ongoing observations and discussions with parents and/or carers. The end of reception year judgements made in the profile are then shared with parents and/or carers and year 1 teachers. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the Education Team and Local Authority.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The Learning Environment and Outdoor Space

The classroom is organised in such a way that children can explore and learn in a safe environment.

- The indoor area includes role-play, number area, creative area, mark making area, malleable area and small world area which allow children to develop their independent skills in the seven areas of learning.
- Children have access to both a sheltered area and an outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- There are 6 toilet cubicles available (3 boys and 3 girls) to the EYFS. Additionally, there are hygienic changing facilities located near the main school entrance and a supply of spare clothes and changing materials are available in the Foundation Stage classroom.

Inclusion

At **Norton Free C of E School**, every pupil has a statutory entitlement to a broad and balanced curriculum relevant to their individual needs. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We can make provision for every kind of frequently occurring special educational need, for instance learning difficulties and behaviour difficulties, physical, communication, sensory and/or medical needs including Dyslexia, Dyspraxia, Speech and Language Needs, Autism and Asperger's. We will meet the needs of individual children. There are other kinds of Special Need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so these kinds of needs can be met.

As part of our Inclusion policy the school aims to:

- help pupils develop their personalities, skills and abilities;
- provide appropriate teaching which makes learning challenging, enjoyable and successful;
- provide equality of educational opportunity;
- engender a culture of tolerance and acceptance of all, mutual respect where all are valued.

To ensure this happens the school will:

- ensure implementation of government and LA inclusion recommendations;
- ensure the school's inclusion policy is implemented consistently by all staff;
- ensure any discrimination or prejudice is eradicated;
- identify barriers to learning and participation and provide appropriately to meet a diversity of needs;

- ensure all pupils have access to an appropriately differentiated curriculum;
- recognise, value and celebrate pupils' achievements, however small;
- work in partnership with parents / carers in supporting their child's education;
- guide and support all staff, governors and parents in inclusion issues.

Safeguarding and welfare

Norton Free understands 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. Norton Free takes all necessary steps to keep children safe and well.

To ensure this happens:

- Staff are alert to any issues for concern in a child's life at home or elsewhere and have been trained to report these immediately to the Designated Safeguarding Lead (DSL- Hazel Bell) or if unavailable the Designated Safeguarding Deputy (DSD- David Holland)
- The Designated Safeguarding Lead (DSL- Hazel Bell) & Designated Safeguarding Deputy (DSD- David Holland) have attend training to be able to undertake their responsibilities (to Liaise with and refer to Children's Social Care and Police and support, advise and guide staff)
- All Staff have had training relating to safeguarding children
- Ofsted will be informed of all allegations of serious harm or abuse by a person looking after, living with or working with children at the premises, and any action taken, within 14 days of allegation (failing to comply may be an offence)
- Management are familiar with the following Government's statutory guidance:
 - Working Together to Safeguard Children, DfE 2018
 - Keeping Children Safe in Education, DfE 2018
 - Prevent duty guidance for England and Wales, HM Govt 2015

Health and Safety

Norton Free follows the Health and Safety recommendations outlined in the EYFS statutory framework (2021) and the SafeguardingchildrenSheffield.org (Under 5's in Schools), which are as follows:

- **We promote good oral health**, as well as good health in general, in the early years through our curriculum, for example by talking to children about:
 - *The effects of eating too many sweet things
 - *The importance of brushing your teeth
- Teach E-safety across our EYFS in age-appropriate ways.
- Have a procedure for responding to children who are ill or infectious
- Have a policy and procedures for administering prescribed and non-prescription medicines including obtaining written permissions from the children's mothers/fathers/carers
- Ensure medicines containing aspirin are only given if prescribed by a doctor
- Provide training for staff where the administration of medicines requires medical or technical knowledge
- Keep a written record and inform mothers/fathers/carers as soon as possible when medicine is administered.
- Ensure meals, snacks and drinks provided by school are predominantly healthy, balanced and nutritious.
- Ensure fresh drinking water is available and accessible.
- Ensure there is an adequately stocked first aid box accessible at all times (EYFS Classroom first aid bag and playground duty first aid bags).

- Keep a written record and inform mothers/fathers/carers as soon as possible head injuries or serious accidents or injuries and any first aid treatment given.
- Notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care.

Safety:

- Management and caretaker ensure premises are fit for purpose and suitable for the children and the activities provided on the premises
- Management take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency
- Have an emergency evacuation procedure
- Have appropriate fire detection and control equipment which is in working order
- Ensure that fire exits are clearly identifiable
- Ensure fire doors are free of obstruction and easily opened from the inside.
- Ensure that children do not leave the premises unsupervised
- Only release children into the care of individuals who have been notified to the provider by mothers/fathers/carers
- Have an agreed procedure for checking the identity of visitors at the main Entrance to the School
- Take all reasonable steps to prevent unauthorised persons entering the premises

Staffing

Norton Free has a Recruitment Policy in place which aims to ensure that members of staff employed in the EYFS are suitable to fulfil the requirements of their roles. Upon recruitment all staff will receive induction training to ensure that they fully understand their role and the requirements of the job. They will be also informed of any information involving safeguarding (e.g. Safeguarding leads in school/ issues relating to specific children in their care, school procedures) and health and safety procedures they may need to follow (e.g. evacuation point, releasing children into the care of parents/carers) . The school will also support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children. The headteacher will ensure that all teachers in EYFS have current paediatric first aid (PFA) certificates and that they attend training to renew these qualifications every 3 years. Mandatory CRB checks are also carried out of every person aged 16 and over who work directly with children.

Staff taking medication/other substances

Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. The Head teacher ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises will be securely stored, and out of reach of children, at all times.

Transition Periods

The following process is in place to ensure children's successful transition from Foundation Stage 1 and other settings.

- An initial parents meeting is arranged to meet the staff and be informed about what the children will learn about in their first year at Norton Free School.
- The children and parents are invited to a Dinner and Play Date. This first visit is with parents allowing the children to feel secure and safe in their new setting.
- A number of additional visits will take place with some of their current Nursery staff to allow the children to become more familiar with their new class and staff.
- Reception staff will also try to visit most feeder nurseries to see the children in a familiar setting.
- In the summer term Foundation Stage and Nursery staff will speak to discuss each child's development.
- Home visits will take place in September prior to the children starting to familiarise the children with their new teaching staff and answer any questions or queries that new parents may have.

Due to Norton Free being a one form entry school the Foundation Stage work very closely with the Key Stage 1 children, this in turn aids transition from Foundation Stage 2 to Year 1T. Additionally the following process is in place to ensure a smooth transition:

- The Foundation Stage share a playground and playtimes with the Key Stage 1 classes.
- Daily assemblies with Key stage 1
- The Daily Mile with the whole school where children become familiar with children in all classes and all members of teaching staff.
- In the summer term Staff from Foundation Stage and Year 1 will speak to discuss each child's development.
- Transition days take place for the children to visit their new class and become more familiar with their new teaching staff.