



HAMPRESTON CE (VA) FIRST SCHOOL

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To love God and to love one another

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Early Years Foundation Stage 2022-2023

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Statement of intent

At Hampreston, we aim to promote a lifelong love of learning for each and every child. We greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in line with the relevant DfE guidance and legislation including the EYFS framework and Development Matters 2022.

We want our children to; develop curious minds, engage with challenge and persevere over obstacles, all of which can be achieved through our carefully planned and sequenced curriculum.

The unique child

At Hampreston, children are valued as individuals. We celebrate their uniqueness and we place great value on the intellectual and physical development of each child; providing them with the skills and knowledge they need to fully understand the world around them and to prepare them for Key Stage One and beyond. Our aim in EYFS is to build strong foundations which allow each child to succeed academically, socially, and emotionally so that they blossom to be active citizens of society and are happy, engaged life-long learners. Links with our local church provide the children with a sense of belonging to their local community. Embedded in all learning opportunities, our children are taught how to behave, work together and be kind in order to meet our high expectations of behaviour and interaction.

Curriculum & environment

Our curriculum is the cultural capital we know our children need to gain and embed the knowledge and skills they require for success. To do this, we embed the habits of learning by placing the characteristics of effective learning – play and exploration, active learning and creative & critical thinking - at the heart of our planning. Continuous provision provides children with ample opportunities to embed knowledge and skills from the 7 key areas; prioritising the children's communication & language, physical and personal, social & emotional development. Developing oracy and vocabulary in our EYFS, allows our children to express themselves confidently; teaching our children to explain and question is of vital importance.

This all takes place in the context of a safe, nurturing school environment where each individual child is known, and their learning journey is unique to them. Our enabling environment is well equipped and carefully organised providing both indoor and outdoor learning opportunities where creativity and imagination is celebrated. These indoor and outdoor spaces lead to effective, meaningful and impactful learning taking place. Alongside this purposeful environment are effective, skilful adult interactions which support and challenge children as they begin to link learning in their play and exploration. The children's own interests are of key value, and impact the design of our curriculum to allow them to set and reach personal goals, make meaningful cross-curricular links and participate in engaging experiential opportunities.

1. Legal framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
 - Childcare Act 2006
 - The Safeguarding Vulnerable Groups Act 2006
 - The GDPR
 - Data Protection Act 2018
- 1.2. This policy has due regard to statutory guidance including, but not limited to, the following:
 - DfE (2021) 'Statutory framework for the early years foundation stage'
 - DfE (2022) 'Keeping children safe in education'
 - DfE (2018) 'Working together to safeguard children'
 - DfE (2022) 'The prevent duty'
- 1.3. This policy is intended to be used in conjunction with the following school policies:
 - Child Protection and Safeguarding Policy
 - Allegations of Abuse Against Staff Policy
 - Drug and Alcohol Policy
 - Equal Opportunities Policy
 - Health and Safety Policy
 - Recruitment Policy
 - Data Protection Policy
 - Photography Policy
 - Complaints Procedures Policy

2. Roles and responsibilities

- 2.1. The governing board has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy.
- 2.2. The governing board has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- 2.3. The governing board has the overall responsibility for the implementation of this policy.
- 2.4. The governing board has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

- 3.1. Through the implementation of this policy, we aim to:
 - Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
 - Enable each child to develop socially, physically, intellectually and emotionally.
 - Encourage children to develop independence within a secure and friendly atmosphere.

- Support children in building relationships through the development of social skills such as cooperation and sharing.
 - Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- 3.2. Four guiding principles shape our practice:
- 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 the school and parents.
 - Children develop and learn in different ways and at different rates.
- 3.3. To put these principles into practice, the school:
- Provides a balanced curriculum which takes children's different stages of development into account.
 - Promotes equality of opportunity and anti-discriminatory practice.
 - Works in partnership with parents.
 - Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
 - Provides a safe and secure learning environment.

4. Learning and development

- 4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.
- 4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 4.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.
- 4.4. The 'prime' areas of learning and development are:
- **Communication and language**
 - Listening and attention and understanding
 - Speaking
 - **Physical development**
 - Gross Motor Skills
 - Fine Motor Skills
 - **Personal, social and emotional development**
 - Self-regulation
 - Managing self
 - Building relationships
- 4.5. The 'specific' areas of learning and development are:
- **Literacy**
 - Comprehension
 - Word Reading
 - Writing
 - **Mathematics**
 - Number
 - Numerical patterns
 - **Understanding the world**
 - Past and Present
 - People, Culture and Communities
 - The Natural World
 - **Expressive arts and design**
 - Creating with materials
 - Being imaginative and expressive

- 4.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 4.7. The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.
- 4.8. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- 4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 4.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.11. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
 - Playing and exploring – children investigate and experience things.
 - Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
 - Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. Inclusion

- 5.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 5.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 5.5. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

6. The learning environment and outdoor spaces

- 6.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 6.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- 6.3. There are toilet facilities available to the EYFS, and there are facilities located in the Reception class containing a supply of spare clothes.

7. Assessment

- 7.1. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 7.2. Assessment is based primarily on practitioner's knowledge of child gained primarily from observation and interaction in a range of daily activities.
- 7.3. Responsible pedagogy ensures provision enables each child to demonstrate their learning and development fully.
- 7.4. Embedded learning is identified by assessing what a child does consistently and independently in a range of everyday situations.

- 7.5. Contributions from the child, parents and other relevant adults will help to provide a holistic view of each child's learning.
- 7.6. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development need in partnership with parents.
- 7.7. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 7.8. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

8. Safeguarding and welfare

- 8.1. All necessary steps are taken to keep the children in our care safe and well.
- 8.2. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.
- 8.3. The DSL is Mr Tim Williams.
- 8.4. The deputy DSL is Mrs Emma Richardson and Mr Ryan McNally
- 8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- 8.6. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- 8.7. The DSL and deputy DSL will undertake child protection training as required.
- 8.8. Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect

9. Health and safety

- 9.1. A first-aid box is located in the Reception classroom.
- 9.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 9.3. The school's **Administering Medication Policy** outlines the procedures for administering medicines.
- 9.4. The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.
- 9.5. Accidents and injuries will be recorded in an accident book, located in the Reception classroom.
- 9.6. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.
- 9.7. The school has a Fire Evacuation Plan in place.
- 9.8. Any food or drink provided to children is healthy, balanced and nutritious as outlined in the **Whole-School Food Policy**.
- 9.9. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 9.10. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 9.11. Fresh drinking water is available at all times.
- 9.12. Smoking is not permitted on the school premises.
- 9.13. The Health and Safety Policy outlines the full health and safety policies and procedures.

10. Staff taking medication or other substances

- 10.1. The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the **Drug and Alcohol Policy**.
- 10.2. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.
- 10.3. Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.
- 10.4. Any medication used by staff is securely stored in the school office.

11. Staff

- 11.1. A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 11.2. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.
- 11.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 11.4. All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:
 - Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
 - Identify solutions to address issues.
- 11.5. There will be at least one member of staff on the school premises at all times (during school operating times) who has a current paediatric first-aid (PFA) certificate.
- 11.6. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- 11.7. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- 11.8. The school will organise PFA training to be renewed every three years.
- 11.9. The list of staff who hold PFA certificates can be found in the school office.
- 11.10. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.
- 11.11. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- 11.12. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

12. Parental involvement

- 12.1. We firmly believe that the EYFS cannot function without the enduring support of parents.
- 12.2. Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.
- 12.3. The headteacher's office or the SEN room will be utilised for confidential discussions between staff and parents.
- 12.4. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.
- 12.5. Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

