



EYFS Policy

Spring 2022

AIMS	<p>At Christ the King Catholic Primary School children are admitted from the term after they are 3 to our Foundation 1 class, then to Foundation 2 in the September following their fourth birthday.</p> <p>Early childhood is the foundation on which children build the rest of their lives. At Christ the King, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.</p> <p>Our aims:</p> <ul style="list-style-type: none"> • To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning; • To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own individual experiences; • To develop excellent relationships with parents and carers to build a strong partnership in supporting their children. • To enable each child, through encouragement and high expectations, to develop fully socially, physically, intellectually and emotionally. • To provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs. • To offer quality first teaching and a structure for learning that has a range of starting points and unlimited opportunity for development, so that every child makes good progress and no child gets left behind; • To encourage children to develop independence and resilience within a loving, secure and friendly atmosphere; • To support children in building relationships through the development of social skills such as cooperation and sharing; • To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.
APPROACH	<p>At Christ the King Catholic Primary school, we place a high emphasis on developing the whole child through a mixture of directed teaching and continuous provision. We understand the importance of play in the Early</p>

	<p>Years and the benefits this brings to children for all areas of their learning. We place a high emphasis on language and communication, with adults supporting the children's development daily.</p> <p>Children within the EYFS setting will access a mixture of directed teaching time, group work, 1:1 input and ongoing continuous provision. Through this approach, the children are immersed in an environment full of rich language and first hand experiences.</p> <p>As the year progresses, the children will begin to explore more daily structure to develop readiness for the next year's transition phase. Children will be encouraged to focus for longer periods as well as continue to explore their environment through well-planned continuous provision. Children's likes and interests will be used to develop their love of learning and to build upon future skills.</p>
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Roles and responsibilities	<p>The governing board is responsible for:</p> <ul style="list-style-type: none"> • 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. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy. • Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy. • Monitoring the implementation of this policy. • Ensuring that this policy does not discriminate on any grounds. • Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy. <p>The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.</p> <p>Staff, including teachers, support staff, supply staff and volunteers, are responsible for:</p> <ul style="list-style-type: none"> • Familiarising themselves with, and following, this policy. • Remaining alert to any issues of concern in children.
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Learning and development	<p>In partnership with parents, Christ the King Catholic Primary School promotes the learning and development of children to ensure they are ready for the next stage of education.</p> <p>The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.</p> <p>There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:</p> <p>The 'prime' areas of learning and development are:</p> <ul style="list-style-type: none"> ● Communication and language: <ul style="list-style-type: none"> – Listening, attention and understanding – Speaking ● Physical development: <ul style="list-style-type: none"> – Gross motor skills – Fine motor skills ● Personal, social and emotional development: <ul style="list-style-type: none"> – Self-regulation – Managing self – Building relationships <p>The 'specific' areas of learning and development are:</p> <ul style="list-style-type: none"> ● Literacy: <ul style="list-style-type: none"> – Comprehension – Word reading – Writing ● Mathematics: <ul style="list-style-type: none"> – Numbers – Numerical patterns ● Understanding the world: <ul style="list-style-type: none"> – Past and present – People, culture and communities – The natural world ● Expressive arts and design: <ul style="list-style-type: none"> – Creating with materials – Being imaginative and expressive <p>In organising and implementing educational programmes, Christ the King Catholic Primary School will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:</p>
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	<ul style="list-style-type: none">• Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new 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 use what they already know to learn new things, and develop strategies for doing things.
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Assessment	<p>Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support.</p> <p>Parents will be kept up-to-date with their child's progress and development through the use of Seesaw (FS2) and Tapestry (FS1) to highlight 'Wow' moments, and the EYFS lead will address any learning and development needs in partnership with parents. Alongside this, parents and guardians will be involved closely in assessing the children's progress through parents evenings, workshops, Stay and Play sessions and regular updates from teaching and support staff.</p> <p>Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. All of our practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.</p> <p>The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:</p> <ul style="list-style-type: none"> • FS1 practitioners complete a baseline upon arrival that is used to inform planning and future assessment needs. • Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year. • The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. <p>At Christ the King we will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they will record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.</p> <p>Near the end of the summer term, teachers will report the EYFS Profile results to the LEA as are requested. The LEA is under a duty to return this data to the relevant government department.</p> <p>Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.</p> <p>The EYFS teachers with the support of the school SENCo, will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.</p>
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	<p>As a school we will work with parents to take 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 it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.</p>
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Inclusion	<p>At Christ the King Catholic Primary School, all pupils are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.</p> <p>The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO, addressing all needs from language and communication to sensory dysregulation.</p> <p>The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.</p> <p>The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment. Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.</p> <p>There are four toilet facilities available to the EYFS, and there are hygienic changing facilities located near the Infant hall containing a supply of towels and spare clothes. Nappy changing facilities are also available in this medical room.</p>
The learning environment and outdoor spaces	<p>At Christ the King Catholic Primary school, we have several settings for our EYFS. In all our settings, we aim to foster a learning environment that is rooted in fun and showing a deep respect for all our pupils' individual personalities. We want our children to follow in the image of Jesus and show empathy for each other.</p> <p>FS1 are based in a classroom that has its own access to toileting facilities and both an indoor and outdoor learning environment. This setting has its own private access for parents for drop off and pick up times. The children within our FS1 setting access the school Infant hall for lunchtime provision then return to their setting for outdoor play.</p> <p>FS2 are located in a large area near our Infant hall. This setting provides EYFS provision for up to 60 pupils. It consists of five different areas or bays for learning. Two of these areas are used as a classroom base for each registration group then all pupils can access the whole setting for continuous provision. Within this setting, there is access to two toilet facilities, at either end of the areas. Alongside this indoor provision, pupils have access to a large outdoor area. This area is accessible throughout the day to all pupils.</p> <p>Throughout the day, pupils in FS2 access other areas of the school such as the adventure playground, the MUGA, the Infant hall for lunch provision and physical education, the sensory room, the school field and the soft play pod.</p>

Safeguarding and welfare	<p>All necessary steps are taken to keep the children in our care safe and well. 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.</p> <p>The DSL is Joanne Procter. The deputy DSLs are Jenny Jones, Lindsay Barker and Karen Head.</p> <p>The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSLs will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSLs have undertaken child protection training as required.</p> <p>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.</p>
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<p>Health and safety</p>	<p>At Christ the King Catholic Primary School, we promote the good health of children in the EYFS, including the promotion of good oral health.</p> <p>The EYFS teachers 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.</p> <p>FS1 - Medical bag - toilets. bumps notes staff area.</p> <p>FS2 - Accidents and injuries will be recorded in an accident book, located in the cupboard in the staff information bay. An outdoor medical bag is located on the fence near to the water tray. This is used when accidents take place in the outdoor area and a note made of the incident. At the end of the day, these notes are then transferred to the central records kept in the medical book.</p> <p>The head teacher 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.</p> <p>FS2 -A first-aid box is located in the staff information bay. FS1 - toilets</p> <p>Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.</p> <p>Any food or drink provided to children is healthy, balanced and nutritious. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.</p> <p>Smoking is not permitted on the school premises.</p> <p>The Health and Safety Policy outlines the full health and safety policies and procedures.</p> <p>The school has a Fire Safety Policy in place.</p>
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<p>Staffing</p>	<p>A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.</p> <p>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.</p> <p>Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.</p> <p>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:</p> <ul style="list-style-type: none"> • Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns. • Identify solutions to address issues. • Receive coaching to improve their effectiveness. <p>There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.</p> <p>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'.</p> <p>The school adopts the following staffing ratios:</p> <ul style="list-style-type: none"> • For children aged three and over: <ul style="list-style-type: none"> – Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification. – Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification. • For children in Reception classes: <ul style="list-style-type: none"> – Class sizes will be limited to 30 children per school teacher. <p>Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.</p>
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Parental involvement	<p>At Christ the King Catholic Primary School, we firmly believe that the EYFS cannot function without the enduring support of parents.</p> <p>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 end of the school day. Parents can take part in Mystery reader, Stay and Plays, special days and school trips.</p> <p>The SENCO's office will be utilised for confidential discussions between staff and parents.</p> <p>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.</p> <p>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.</p>
Transition periods	<p>The following process is in place to ensure children's successful transition to either FS2 or Year 1</p> <ul style="list-style-type: none"> • During the Summer term, FS1 parents are encouraged to help their children put a 'treasure box' together. It is used during the staggered start to support transition and inform planning. • The children are invited to a number of visits in the summer term to their new setting as induction sessions. • Our FS1 will visit FS2 in the summer term to become familiar with the setting. • During the Year, EYFS spend time together to celebrate special occasions such as Harvest and Easter etc. This supports the children moving from FS1 to FS2 at becoming familiar with staff and the environment. • At the end of the summer term, FS2 staff lead story times with the FS1 children to familiarise with the new adult. • At the end of the summer term, Year 1 staff lead story times with the FS2 children to familiarise with the new adult. • During the summer term, both FS1 and FS2 will visit the new settings when they are not in use to familiarise the children with the surroundings. • FS2 children spend 2 days transitioning with their new Year 1 teachers in July. • In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1. This same structure happens between FS1 and FS2 for the children due to attend our school in September.

