

All Saints' C. of E. Primary School



Rooted in Faith, Growing Through Learning

Policy: Early Years Foundation Stage Policy

Date: November 2023

Our Vision
Confident Futures

Our Mission
Inspiring and enabling each other,
through our Christian values,
to flourish
and be outstanding in everything we do

Our Core Values
Kindness
Respect
Resilience

The Designated Safeguarding Lead (DSL) is
Joanne Ghosh – Headteacher

The Deputy Designated Safeguarding Leads (D-DSLs) are
Gemma Campbell – Deputy Headteacher
Catherine Williams – Inclusion Manager
Rebecca Lake – KS1 Phase Leader
Janet Sharp – KS2 Phase Leader and Online Safety Lead
Louise Pitteway – Early Years Phase Leader

Designated Member of Staff for Looked After Children
Catherine Williams – Inclusion Manager

Governors with Responsibility for Safeguarding
Marigold Hayes
Alex Millbrook

Safeguarding Statement

The Governors and staff of All Saints' CofE Primary School fully recognise and are committed to the responsibilities and duty placed upon them with regard to arrangements for safeguarding and promoting the welfare of all pupils. We expect all staff, including volunteers, to share this commitment, recognising that they have a full and active part to play in protecting pupils from harm.

Safeguarding and promoting the welfare of children is defined as:

- *Protecting children from maltreatment*
- *Preventing impairment of children's mental and physical health or development*
- *Ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *Taking action to enable all children to have the best outcomes*

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and flourish and which promotes the social, physical and emotional wellbeing of each individual pupil, and which takes a child-centred approach.

To meet this expectation, the school adheres to a wide range of national and local policies and guidance, including:

- *Working Together to Safeguard Children 2023*
- *Keeping Children Safe in Education 2023*
- *London Child Protection Procedures 2017 (5th edition amended October 2017)*

In addition, the school has its:

- *Safeguarding & Child Protection policy*
- *Anti-Bullying Policy*
- *Health & Safety Policy*
- *Behaviour Policy*

Parents and carers are welcome to read the policies on our website or request a hard copy from the School Office.

Part of our legal duty to safeguard children may also include the need to consult with, share information with and take advice from other agencies such as the Police or social services should the need arise. We will ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Introduction

At All Saints' our values and ethos are at the heart of our curriculum. Through our vision, mission and core values we hope to ensure 'Confident Futures' for all and 'Inspire and enable each other to flourish and be outstanding in everything we do'. This begins in the Early Years with working to help every child reach their full potential; we value every child and want to enable all children to access all areas of the curriculum, to take part in rich, creative learning activities and to develop to the best of their ability in a caring, supportive environment. We seek to create an environment where children can learn through play and where positive behaviour is praised and their self-confidence and independence can grow.

The Early Years Foundation Stage is a critical time in a child's development and here at All Saints' we aim to give children the best possible start to their formal education. Our Early Years provision in Nursery and Reception follows the government's Statutory Framework for the Early Years Foundation Stage (2021) which sets the standards for learning, development & care for children from birth to five.

Children are eligible for the Nursery class from the school year (1st September – 31st August) after their third birthday. The All Saints' Nursery offers provision of 15 hours per week with two separate groups one being Monday to Wednesday and the second Wednesday to Friday. We also offer full-time (30 hours) Nursery places.

In Reception, they start full time school in September of the year in which they turn five.

Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Foundation Stage Curriculum Guidance document sets out the Early Years Foundation Stage early learning goals that we work towards and beyond in Reception at All Saints' Church of England Primary School.

Many of the children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. In line with the guidance published in the document Development Matters, we firmly believe that every child is unique and that positive relationships and an enabling environment are the most effective way to support their learning and development.

The EYFS is based upon four principles:

A Unique Child
Positive Relationships
Enabling Environment
Learning and Development

A Unique Child

At All Saints' C of E Primary School we believe that every child is unique and recognise that every child has the capacity to be a competent learner who can be resilient, capable, confident and self-assured. We welcome children of all abilities, from different cultural and social, family, ethnic, linguistic and religious or no religious backgrounds and those with and without special educational needs and disabilities. We aim to support every child to access all areas of learning and to make as much progress as possible in all areas of their learning and development. Children's attitudes and dispositions to learning are influenced by positive feedback, praise and encouragement from peers as well as adults. Our aim is to develop a positive attitude to learning for all.

Inclusion

At All Saints', all children and families are valued. We value and celebrate diversity of individuals within the school and do not discriminate against children because of 'differences' but aim to enable all children to access the curriculum. Our vision and values at All Saints' underpin our teaching and learning, and provide an environment which prepares all pupils to leave All Saints' as confident and happy citizens. Our school motto is 'Rooted in Faith, Growing Through Learning' which reflects our Christian values and our determination that we all will grow throughout our years at the school.

This starts in the Early Years by giving our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences, individual talents and interests when planning for their learning. In the EYFS we set realistic challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all genders; children with SEN; children who are more able; children with disabilities; children from all social and cultural backgrounds; children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on children's learning needs
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging and open-ended activities to extend all children and foster independent learning
- Monitoring children's progress and taking action to provide support as necessary.
- This involves for example involving an Educational Psychologist, Speech Therapist, Early Years support and other outside agencies.

It is important to us that all children in the school are and feel 'safe'. We aim to educate children on boundaries, rules and limits and to 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. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding and Child Protection Policy)

Safeguarding and Welfare

We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil, and which takes a child-centred approach

"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."
(*Statutory Framework for the Early Years Foundation Stage September 2021*)

At All Saints' CofE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage September 2021. We understand that we are required to:

- Support the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- 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.

Intimate Care

All children at All Saints' School have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of the school.

Definition

Intimate personal care includes hands-on physical care in personal hygiene, and physical presence or observation during such activities.

Intimate personal care tasks can include:

- body bathing other than to arms, face and legs below the knee.
- toileting, wiping and care in the genital and anal areas.
- dressing and undressing.
- application of medical treatment, other than to arms, face and legs below the knee
- supporting with the changing of sanitary protection

Scope

This policy applies to all staff undertaking personal care tasks with children but particularly to those who are in the Early Years Foundation Stage. In addition to this there are other vulnerable groups of children and young people that may require support with personal care on either a short, longer term or permanent basis due to SEN and disability, medical needs or a temporary impairment.

This could include:

- children and young people with limbs in plaster.
- children and young people needing wheelchair support.
- children and young people with pervasive medical conditions.

Toilet Training

Schools are not expected to toilet train pupils. Therefore, unless a child has a disability, as defined through legislation, it is expected that parents/carers will have trained their child to be clean and dry before they start in Nursery.

Parents should be encouraged to train their child at home as part of their daily routine, and schools should reinforce these routines whilst avoiding any unnecessary physical contact.

For a variety of reasons children in the EYFS may:

- be fully toilet trained across all settings
- have been fully toilet trained but regress for a little while in response to the stress and excitement of starting school.
- be fully toilet trained at home but prone to accidents in new settings
- be on the point of being toilet trained but require reminders and encouragement
- not be toilet trained at all but likely to respond quickly to a well-structured toilet training programme
- be fully toilet trained but have a serious disability or learning difficulties
- have delayed onset of full toilet training in line with other development delays but will probably master these skills during the EYFS
- have SEND and might require help (during the EYFS and beyond) with all or some aspects of personal care such as washing, dressing or toileting.

Safeguarding

DBS checks are rigorous and are carried out to ensure the safety of children with staff employed in schools and settings. All Saints' has a duty to ensure staff are not employed without a DBS check. This must be checked before allowing staff to change children.

Staff should:

- always inform other colleagues about the contact(s) beforehand, assessing the need to have them present or close by
- make other staff aware of the task being undertaken

It is essential that the adult who is going to change the child informs the teacher and/or another member of staff that they are going to do this. There is no written legal requirement that two adults must be present.

However, in order to completely secure against any risk of allegation, a second member of staff may be present where resources allow.

Health and Safety

The provider must promote the good health of children attending the setting and take necessary steps to prevent the spread of infection, and take appropriate action if children are ill or infectious.

- Staff to wear fresh disposable gloves while changing a child
- Changing area/ toilet to be left clean.
- Hot water and soap available to wash hands as soon as changing is done
- Paper towels to be available to dry hands.

Facilities and resources

Wherever possible it is recommended that:

- mobile children are changed standing up
- immobile children may be changed on a mat on a suitable surface
- If facilities described above are not available, then children may be changed on a changing mat on the floor.
- Children in year 1 and above should only be changed either in a toilet cubicle or standing up.

Positive Relationships

At All Saints' CofE Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families to support their children's learning. Children will be treated with respect and their interests and strengths will be celebrated to build their self-esteem and independence. We aim to help every child to settle in and to feel secure and confident and valued in our Nursery and Reception environment. See our Relationships, Sex and Health Education (RSHE) Policy.

Partnerships with Parents and Carers

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Inviting all parents to an induction meeting during the term before child starts school
- The children come in small groups to spend an afternoon in Reception in the Summer term prior to starting in September
- Offering every family a home visit before the children start
- Arranging a "Stay and Play" session for parents and children to play together in the Nursery
- Each child will be given a personalised All Saints' CE Primary School story book to help with transitioning; this includes visuals of their new classroom, teachers, uniform etc.
- Parents will be given a 'How to Get Your Child Ready for School' document to support transitioning also.
- Being readily available for support and advice when required
- Encouraging joint celebration of children's achievements both at home and at school by parents and carers being encouraged to share observations about their child's learning through writing on wow slips and sending them in spontaneously, this will contribute to their digital Learning Journey.
- Three observations will be sent home every half term to each parent from their digital learning journey focusing on the prime areas in Autumn term.
- Learning Journals are available for parents to look at throughout the year on special days such as Parent Consultation Evenings, Curriculum Information events and Open Afternoons.
- Having parents working in the classroom sharing their skills e.g., cooking, storytelling, reading to children etc.
- Encouraging parents to be actively involved with FOASS (our PTA, Friends of All Saints' School)
- Meeting with parents to discuss the teaching and learning of Phonics and Reading.

There is a formal meeting for parents in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress.

Parents receive a report on their child's attainment and progress at the end of each year in the Foundation Stage. Parents will be told if their child is emerging, expected or exceeding a particular age band for every area of the curriculum. If there are any concerns about a child these will be discussed with parents and carers. If additional support is needed, teachers and parents will meet with the SENCO to discuss possibilities of interventions or referring their child for more specialist assessment.

At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

Parents will also be updated regularly on the flower notices outside Nursery and Reception about what their child may have been learning that week or day. This gives parents the opportunity to prompt and ask their child questions and to gain an insight into their child's experiences from a personal point of view.

Home Visits

At these visits we aim to:

- Discuss health issues such as allergies, intolerances or other medical
- Share information about the school routines
- Glean as many details as possible about the child such as likes/dislikes/fears
- Collect, if any, reports from previous settings

Enabling Environments

At All Saints' CofE Primary School we recognise that the environment plays a key role in supporting and extending the children's development. In order to support children's learning, we aim to provide a safe, attractive and enhancing environment with creative, age-appropriate resources, both inside and outdoors, where children can explore and choose from a range of engaging activities. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning. We celebrate all children's efforts and creativity by valuing their work and displaying as much as possible in the classroom. The provision is set up in a way to continually develop and inspire children's learning; all resources are accessible to give ownership and responsibility and to encourage our children to be competent and independent learners. Children have access to the outside area to enable them to learn in a more exuberant way. We recognise that children learn in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Observation, Assessment and Planning

The Planning within the EYFS is based around half-termly themes/ topics. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these in response to the needs, achievements and interests of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways and used to inform the EYFSP. Children are observed as they act and interact in their play; these observations are assessed against the appropriate examples of development (Development Matters).

At the end of June in Reception the children will be assessed against the 17 goals and the class teacher in consultation with other teaching staff will determine whether they are meeting expected levels, are exceeding them, or are below the expected level ('emerging'). The information will be shared with the Y1 teacher as well as their characteristics of learning.

Children are given opportunity to assess their own learning individually with an adult through reviewing photographic evidence of their learning.

Within the final term of the EYFS, we provide a written summary to parents, reporting the children's progress against the Early Learning Goal's and assessment scales. The parents are given the opportunity to discuss these judgements with the teacher and both parents and children are encouraged to complete a feedback sheet. We also discuss progress with parents at our Parent Consultation Evenings in the autumn and spring terms.

Learning and Development

At All Saints' CofE Primary School we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are all interconnected. Practitioners respect each child's emerging needs and interests guiding them their development through warm positive interactions and their practice reflect the different ways that children learn. Three characteristics of effective teaching and learning are clearly indicated in the class teachers planning:

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.

Teaching and Learning Style

Our approach to teaching and learning incorporates the features of effective teaching and learning. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2.

Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- The understanding that teachers have of how children develop and learn, and how this affects their teaching
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS
- 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 to think of ideas: finding ways to solve problems, and new ways to do things and to make links and notice patterns in their experiences, making predictions and testing ideas.
- Allow children to choose ways to do things, to plan making decisions, to check and change strategies as well as reviewing their decisions.
- We foster a language-rich environment with many opportunities for children's talk time and as language models we model, 'Plan, Do, Review' ourselves, orally show different strategies to work out problems and 'make mistakes' and show how we learn from them.
- We provide a learning environment which focuses on how and not just what we are learning
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- The identification of the progress and future learning needs of children through observations

- The good relationships between our school and the settings that our children experience prior to joining our school
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do
- The regular identification of training needs of all adults working within the Foundation Stage

The Learning Environment

Nursery and Reception settings are organised to allow children to explore and learn securely and safely. The learning areas reflect all the prime and specific Areas of Learning and Development of the EYFS Curriculum and are organised so that the children are able to find equipment and resources independently. There are areas where the children can be active and be quiet. We plan activities and resources both inside and outside enabling the children to develop in all the areas of their learning and development.

The Foundation Stage Curriculum

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Years Foundation Stage (EYFS) Profile. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The EYFS early learning goals are taught across 7 areas of learning, of which, Communication and Language, Literacy and Mathematics are 3. Teachers teach Maths and Literacy sessions daily that are built up over time to support a smooth transition to Key Stage 1.

The EYFS early learning goals and Development Matters document provide the basis for planning throughout the Foundation Stage. Our planning and assessment shows progression through the seven areas of learning, related to the Early Years Foundation Stage profile. When planning we consider the seven areas of learning, each area of learning includes several scale points relating to different learning.

Phonics

At All Saints' CE Primary School we believe that for all our children to become fluent readers and writers and able to access the wider curriculum, phonics must be taught through a systematic and structured phonics programme.

Phonics is taught using the structure of our systematic synthetic programme: 'Little Wandle Revised Letters & Sounds'. This comprehensive programme provides a multi-sensory approach, using letter frames, flash cards, phonic games and listening activities.

In Nursery the focus is on daily oral blending and language development through high quality stories and rhymes.

In Reception and Y1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session on a Friday. Phonics starts in Reception in the second week of the autumn term to ensure the children make a strong start.

By the end of Reception, children will have been taught up to the end of Phase 4.

Early Reading

We teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children. We use books matched to the children's secure phonic knowledge. Reading for pleasure books also go home for parents to share and read to children.

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. We expect the staff and children to maintain the resources and store them appropriately.

Play in the Foundation Stage

“Children investigate and experience things, and have a go”

(Early Years Foundation Stage September 2017)

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.”

(Early Years Foundation Stage September 2017)

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. This provides children with a sense of satisfaction.

Creating and thinking critically

“Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.”

(Early Years Foundation Stage September 2017)

Children are given opportunity to be creative through all areas of learning. Adults support children’s thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

There are 3 Prime Areas of learning;

Personal, Social and Emotional Development

Communication and Language

Physical Development

These provide the foundations for the children’s learning and begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. These are supplemented by the Specific areas which include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning and are;

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and interdependent. All areas are delivered through a balance of adult led and child initiated activities.

Monitoring and review

It is the responsibility of the Early Years Foundation Stage teachers to follow the principles stated in this policy.

Early Years staff meet regularly to :

- Discuss profiles and individual children's needs and achievements
- Moderate profiles and observations
- Share ideas for planning and resources
- Monitor current news and information pertaining to EYFS

The Head teacher, Governors, Link Advisor and Subject Leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

Louise Pitteway (EYFS Phase Leader)

The EYFS Policy was reviewed in: November 2023

It was formally adopted and approved by Governors: November 2023

Signed:

(Chair of Governors)

Date: 23/11/23

Date of Next review (at least annually): November 2024