



The Pinvin Federation of Schools

Early Years Policy

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Agreed by
(Headteacher)

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(Chair of Governors)

Date Agreed

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Statement of intent

At Pinvin CofE First School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

The Early Years at Pinvin CofE First School consists of a Pre School, Seedlings2Saplings, which takes children from the start of the term in which they turn 3 and a Reception class.

This policy has been developed in conjunction with the relevant DfE guidance, The Early Years Foundation Stage Statutory Guidance (January 2024) and the Early Years Foundations Stage curriculum framework (September 2021), to ensure that each child has a happy and positive start to their school life, in which they can build a foundation for a love of learning.

This policy is also intended to be used in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Drug and Alcohol Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy (GDPR)

The Early Years Foundation Stage (2021) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planning around the needs and interests of each individual child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Roles and responsibilities

- 1.1. The governing body has the overall responsibility for the implementation of this policy.
- 1.2. The governing body 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.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 1.4. The EYFS teacher, in conjunction with the head teacher, has responsibility for the day-to-day implementation and management of this policy.
- 1.5. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

2. Aims

- 2.1. Through the implementation of this policy, The Pinvin Federation, aims 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 grow and 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 and working as part of a community.
 - Work alongside parents to meet each child's individual needs to ensure they flourish and reach their full potential.
- 2.2. The Pinvin Federation adheres to the four guiding principles which shape practice within EYFS settings:
 - 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.

2.3. To put these principles into practice, the EYFS curriculum in our settings promote the learning and development of all children through:

- Providing a broad and balanced topic based curriculum which takes children's different needs, interests and 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.
- Uses assessment to identify children's strengths and needs.
- Seeks support and guidance from external professionals as the need arises.
- Provides a nurturing, safe and secure learning environment.

3. Learning and development

3.1. The Pinvin Federation offers an EYFS curriculum based on an observation of children's needs, interests and stages of development, alongside topics which cover all seven areas of learning.

3.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

3.3. 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.

3.4. The 'prime' areas of learning and development (EYFS 2021) are:

- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships
- Communication and language
 - Listening, attention and understanding.

- Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills

3.5. 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
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

3.6. Learning opportunities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

3.7. The EYFS teachers 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 alongside the EYSENCo and School SENCo and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

3.8. The school takes reasonable steps to provide opportunities for children with English as an additional language (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.

- 3.9. Each area of learning and development will be implemented through a mixture of adult-led and child-initiated learning, whole class, small groups and 1:1 if necessary.
- 3.10. The school will respond to each child's emerging needs and interests, guiding their development through supportive and positive interactions where adults scaffold the children's learning.
- 3.11. Learning opportunities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
 - **Playing and exploring** - children investigate and experience through hands-on, practical learning.
 - **Active learning** - children concentrate and keep on trying if they encounter difficulties, enjoy and show pride in their achievements.
 - **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4. Inclusion

- 4.1. The Pinvin Federation values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 4.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 4.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 4.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 4.5. SEND in the EYFS setting will be monitored and managed by the school's special educational needs coordinator (SENCO) alongside the Early Years special educational needs coordinator (EYSENCO)

5. The learning environment and outdoor spaces

- 5.1. The classrooms are organised with a continuous provision approach where children know where things are, can plan their learning and explore and

learn in a safe environment. Children's ideas or key themes are built upon and enhancements added to challenge and support the children's learning.

- 5.2. Children in Pre School and Reception each have access to their own, well resourced, enclosed outdoor area. Children can free-flow between the indoor and outdoor classrooms at regular times throughout the day, unless circumstances, such as the weather, would make this unsafe.

6. Assessment

- 6.1. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan challenging and stimulating learning opportunities, and assess the need for support.
- 6.2. In both Pre School and Reception the staff will baseline each child within their first six weeks. This will allow learning to be tailored to each child, strengths identified and needs to be catered for.
- 6.2. The Reception Baseline Assessment (RBA) is a statutory assessment that will be carried out 1:1 with each child, again within 6 weeks of the child starting in Reception.
- 6.3. Parents will be kept up-to-date with their child's progress and development through the online journey 'Evidence Me' and the EYFS teachers will address any learning and developmental needs in partnership with parents, not exclusive to, but including at Parents evenings twice a year.
- 6.4. The Pinvin Federation implements formative assessments 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.
- 6.4. At the end of their Reception year, it is statutory that children are assessed against the Early Learning Goals (ELG). They will be assessed as Emerging (working towards the ELG) or Expected (Achieved the ELG)
- 6.5. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate, including disapplication from the RBA if deemed unsuitable.

7. Safeguarding and welfare

- 7.1. The Pinvin Federation takes all necessary steps to keep the children in our care safe and well.

- 7.2. 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.
- 7.3 Staff are trained in the use of the online 'Safeguard' system to log and action any concerns, as well as being able to speak directly to the Designated Safeguarding Lead or Deputies-one of which is a Pre School staff member.
- 7.4. Regular updates and staff training sessions are carried out.
- 7.4. Staff will not have their personal mobile phone in the presence of children, and it will be kept away in their bag at all times. No photographs of children will be taken on any personal device in the setting.

8. Health and safety

- 8.1. A first-aid kit is located in the Pre School and Reception classrooms and staff are appropriately trained.
- 8.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 8.3. The school's Administering Medication Policy outlines the procedures for administering medicines.
- 8.4. 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. Head bumps will also be notified via text message.
- 8.5. Accidents and significant injuries will be recorded in an accident book, located in the Pre School room and First School first aid cupboard.
- 8.6. Pre School have their own qualified first-aid trained member of staff, as well as access to members of staff across the Federation
- 8.7. The school has a Fire Evacuation Plan in place and carries out regular fire drills.
- 8.8. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded and followed and a Health Care Plan put in place if needed.
- 8.9. Fresh drinking water is available at all times.
- 8.10. Children have direct access to the Pre School toilet area and children are supported to learn to use the potty or toilet, supporting parental wishes. Gloves and an apron are used when changing nappies, changed in between each

child. The changing mat is wiped down after each use and again, staff hands are washed between each child.

- 8.11. Please also see the Health and Safety Policy which outlines The Pinvin Federation's full health and safety policies and procedures.

9. Staffing

- 10.1. The Pinvin Federation has a Recruitment Policy in place (DOWMAT), which aims to ensure that members of staff employed in the EYFS are suitably qualified as per the Early Years Qualification requirements and Standards, January 2024.
- 10.2. 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.
- 10.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 10.4. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 10.5. Pinvin CE First School and Seedlings2Saplings Pre 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' of 1:8 for children 3 years plus and 1:5 for children under the age of 3.

11. Parental involvement

- 12.1. At The Pinvin Federation, 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 head teacher's office or meeting room will be utilised for confidential discussions between staff and parents.
- 12.4. Parents are asked to complete admission forms, medical forms, sign permission slips for any visits out of school, use of photographs of their child, and using the internet at school.

12. Transition periods

- 13.1. The new cohort to the Reception class are invited to a number of visits throughout the Summer term, including stay and play sessions with their parent/carer and at least two transition days on their own.
- 13.2. The EYFS teachers will seek to visit the children in their current setting, prior to them starting at School or Pre School. Home-visits are also carried out in Reception and for children new to the Pre School during the year.
- 13.3. In the summer term the current Reception class will visit their new Year 1 classroom. The Reception class teacher and the year 1 teacher will meet to discuss each child's development in order to support a smooth transition to year 1.
- 13.4. Children with SEND/additional needs will be offered extra sessions as needed.
- 13.5. Any new children starting at our Pre School, Seedlings2Saplings will be invited to two settling-in sessions prior to their start date.

13. Monitoring and review

- 14.1. This policy is reviewed annually by the governing body, the Early Years Lead and the Head Teacher.
- 14.2. Any changes made to this policy will be communicated to all members of staff.
- 14.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.
- 14.4. The next scheduled review date for this policy is January 2025.