

Policy	Early Years Foundation Stage Policy (EYFS)
Ratification date	12th February 2024
Last reviewed on	February 2024
Next review date	February 2025
Signatories	<div style="text-align: center;">  Acting Head Teacher </div> <div style="text-align: center; margin-top: 20px;">  Chair of Governors </div>

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. In our school, all children join us at the beginning of the school year in which they are Five. Children joining our school have been to a range of settings within the community, and we continue to build on what our children already know. We aim to ensure that the transition from home to school is a smooth one. Wheatfields is an inclusive school, where we offer a rich and stimulating environment in which the children can reach their full potential.

Philosophy

The Statutory Framework for the Early Years Foundation Stage states that "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."

Aims and Objectives

- To provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults
- To provide a high quality curriculum in line with the Early Years Foundation Stage Framework and Every Child Matters
- To develop the moral and social values of the children
- To encourage active learning through first hand experiences, both in indoor and outdoor play, and through verbal and non-verbal communication.
- To encourage children to become self motivated and independent learners with a positive attitude to learning and self discipline
- To value the cultural diversity within our school and community
- To foster positive home school links and share a common sense of purpose with parents
- To encourage the three characteristics of effective teaching and learning:
 - playing and exploring
 - active learning
 - creating and thinking critically

Teaching and Learning Styles

In the Foundation Stage, Teaching and Learning styles include whole class teaching, small group work and paired and individual work which are all supported by on-going formative assessment. The Foundation area is an open plan classroom which opens out onto an outside enclosed area. The vast space includes interactive whiteboards, which are available to enhance the children's learning during the continuous provision.

In order to promote good Teaching and Learning in our school, we aim to

- Develop good relationships between home and school, so that children feel secure and develop a sense of well being
- Start from the needs of the child and plan the learning from assessments and observations
- Provide opportunities for the children to learn through first hand experiences, give clear explanations, make appropriate interventions and extend and develop play and communication skills, both inside and outside the classroom
- Plan a curriculum based on the Early Years Foundation Stage Curriculum that supports the children to achieve the Early Learning Goals

- Provide children with the opportunity to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Enable children to develop independence and self-management
- Identify the progress and future learning needs of children through 'Assessment for Learning'.
- Develop good relationships between our school and the settings that our children experience prior to joining our school
- Make clear links between Early Years learning through to Year 6 in all curriculum areas.
- Identify training needs of all adults working within the Early Years Foundation Stage

Play in the Early Years Foundation Stage

Through play, our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children are given the opportunities to explore and discover within a safe and supported environment. Play underpins the delivery of the Early Years Foundation Stage Curriculum. The children are involved with both group and individual play, some initiated by adults and some by children. Children are able to take risks and make mistakes, and learn from them.

Welfare and Safeguarding

It is important to us that all children in the school are safe. Please refer to appendix 1 for Statutory policy or procedure for the EYFS and where to find them. We aim to educate children on boundaries, rules and limitations. We believe 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 wellbeing of all children. (See child protection and safeguarding policy)

"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." At Wheatfields, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote 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 are 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.

Health and Safety

There are clear procedures for assessing risk which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS and in the staff handbooks, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies.

In line with the EYFS statutory framework, at Wheatfields we undertake a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining

information about a child's needs for medication are kept up to date. See appendix 2 for an unwell child with guidance around illness.

Prescription medicines will not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin will only be given if prescribed by a doctor). Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer (EYFS Framework, 2021). We keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

- Fresh drinking water and healthy snacks are available at all times
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy).
- EYFS staff are paediatric first aid trained.
- The Head teacher is the named behaviour manager
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- All staff and helpers have DBS checks

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of any 'differences'. All children at Wheatfields School are treated fairly regardless of race, religion or ability. All children and their families are valued within our school.

We plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and economic backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds

Curriculum

The curriculum for the Early Years Foundation Stage in our school reflects the areas of learning identified in the Early Learning Goals.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

Assessment

Formative assessments of children's learning are carried out throughout the day, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation stage is on going and is an integral part of the learning and development process. The observations are used to identify learning priorities and plan the next stages in the learning experiences for the child. Summative assessments of phonics and maths are carried out at the end of each half term.

The Role of Parents

We believe that all parents have an important role to play in the education of their child. We develop this through

- Inviting all parents to an Induction meeting during the term before their child starts school
- Time for the children to visit their teacher and partake in typical activities in their classroom
- Home visits - an opportunity for parents to discuss their child
- Holding a Foundation Curriculum session for parents
- Parent consultations in the Autumn and Spring term
- Encouraging parents to help in the classroom
- Encouraging parents to talk to the child's teacher, whenever concerns arise
- Regular communication through Tapestry, sharing learning at school and encouraging parents to share learning at home too.
- A class assembly and a Christmas performance, which parents are encouraged to attend.

Equal Opportunities

All children have an equal entitlement to a good Early Years curriculum regardless of gender, race, culture, religion, disability and special or medical needs

British Values

The children in EYFS talk about British Values during circle times. Regular opportunities are provided for voting on ideas to recognise democracy. Daily discussion following on from independent learning, regularly address mutual respect and individual liberty. The characteristics of effective learning form the basis for these discussions.

Monitoring and review

It is the responsibility of the Early Years Foundation Stage coordinator to follow the principles in this policy. There is a named Governor responsible for the Early Years Foundation stage. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and EYFS coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

The Headteacher, Governors, EYFS Coordinator and staff will review this policy annually. Any amendments will be presented to the Curriculum Governors.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy and First aid Policy
Administering medicines policy	See supporting pupils with medical conditions policy and Administration of Medicines Policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	Security Policy and Procedures
Procedures for a parent failing to collect a child and for missing children	Security Policy and Procedures
Procedure for dealing with concerns and complaints	See complaints policy

Appendix 2. An unwell child.

An Unwell Child

**When your child is unwell, it can be hard deciding whether to keep them off school.
A few simple guidelines can help.**

Not every illness needs to keep your child from school. If you keep your child away from school, be sure to inform the school on the first day of their absence.

Use common sense when deciding whether or not your child is too ill to attend school. Ask yourself the following questions.

Is your child well enough to do the activities of the school day? If not, keep your child at home.

Does your child have a condition that could be passed on to other children or school staff? If so, keep your child at home.

Would you take a day off work if you had this condition? If so, keep your child at home.



Common conditions

If your child is ill, it's likely to be due to one of a few minor health conditions. Whether you send your child to school will depend on how severe you think the illness is. This guidance can help you make that judgement.

Remember: if you're concerned about your child's health, consult a health professional.

Cough and cold. - A child with a minor cough or cold may attend school. If the cold is accompanied by a raised temperature, shivers or drowsiness, the child should stay off school, visit the GP and return to school 24 hours after they start to feel better. If your child has a more severe and long-lasting cough, consult your GP. They can give guidance on whether the child should stay off school.

Raised temperature. - If your child has a raised temperature, they shouldn't attend school. They can return 24 hours after they start to feel better.

Rash. - Rashes can be the first sign of many infectious illnesses, such as chickenpox and measles. Children with these conditions shouldn't attend school. If your child has a rash, check with your GP or practice nurse before sending them to school.

Headache. - A child with a minor headache doesn't usually need to be kept off school. If the headache is more severe or is accompanied by other symptoms, such as raised temperature or drowsiness, then keep the child off school and consult your GP.

Vomiting and diarrhoea. - Children with these conditions should be kept off school. They can return 48 hours after their symptoms disappear. Most cases of vomiting or diarrhoea get better without treatment, but if symptoms persist, consult your GP.

Sore throat. - A sore throat alone doesn't have to keep a child from school. If it's accompanied by a raised temperature, the child should stay at home.

Impetigo. – Children with impetigo need to be kept off school until there is no more blistering or crusting, or until 48 hours after antibiotic treatment has been started.

Tell the school: - It's important to inform the school if your child is going to be absent. On the first day of your child's illness and each consecutive day please telephone the school on 01480 466919, then chose option 1, to leave an absence message to tell them that your child will be staying at home.

Please ring before 8:45 and leave a message to enable us to mark the register correctly.