



EYFS Policy
2022-2023

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Our Lady of Compassion Catholic Primary School children can join Nursery once they turn 3, or in the Reception year, in which the children turn 5 and complete the Foundation Stage.

The reformed EYFS framework, mandatory from September 2021, details the learning and development expectations for all EYFS providers in England alongside revised safeguarding and welfare requirements.

As stated in the revised EYFS Framework –

‘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’.

Therefore, in partnership with parents and carers we enable the children to begin the process of becoming active learners for life. The EYFS is based upon four overarching principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and developing

Our Philosophy

At Our Lady of Compassion, we firmly believe in the value of learning through play. Children learn best through play based activities and first hand experience. We believe every child deserves the best possible start in life; in Foundation stage we aim to give this by looking at what the children **can do** and supporting them to fulfil their potential. Children become independent and competent learners through the provision of a balance of child initiated and adult led experiences.

At this school we aim to provide a broad and balanced curriculum which will enable each child to develop emotionally, socially, physically, creatively, and intellectually to their full potential and at their own pace. Each child is unique and is valued as an individual. We are aware that children develop and learn in different ways and at different rates.

Our Aims

- 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 document, and Development Matters.
- For the children to become aware of moral and social values.
- To encourage active learning through first hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- To encourage children to become confident, self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To value cultural diversity within our school and community.
- To foster positive home school links and share a common sense of purpose with parents.

Teaching and Learning

The Characteristics of Effective Teaching and Learning (CoEL) in the Foundation Stage are based upon playing and exploring; active learning; and creating and thinking critically.

In the Foundation Stage, we aim to deliver effective teaching and learning based on learning through play. Well planned play, both indoors and outdoors is one of the key ways in which children learn. It is the process through which children can explore, investigate, recreate and come to understand their world. It is not just imaginative play and role play but includes spontaneous, self initiated lines of inquiry and exploration. Play is a vital component of children's lives. It is an important way skills are developed and practised. Play is essential for physical, intellectual, linguistic, emotional, and behavioural and social development.

- Play is an intrinsic part of children's learning and development. Play has many possible but no prescriptive outcomes.
- Play challenges children and offers them the chance to learn in breadth and depth.
- Play draws on what children already know and can do and enables them to master what is new.
- Play enables children to apply existing knowledge and to practise their skills
- Play encourages children to communicate with others as they investigate or solve problems.
- Play offers children opportunities to explore feelings and relationships, ideas, and materials, connections and consequences.
- Play empowers children to make choices, to solve problems and to be independent in their learning.
- Play enables children to express fears or relive anxious experiences in controlled and safe situations.
- Play encourages children to struggle, to take risks and to become resilient as learners.
- Play can be supported and extended but not interfered with by adults.
- Play presents no barriers to children because of their language, cultures, abilities or gender.

Areas of Learning -

As of September 2021, the EYFS is made up of seven areas of learning. This includes three Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

And four Specific Areas:

- Literacy
- Mathematics
- Understanding of the World
- Art and Design

None of these areas can be delivered in isolation from the others. They are of equal importance and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Assessment

In the Early Years Foundation Stage, we carry out ongoing assessment, which is then used to inform our planning in order to ensure that every child's needs and interests are met. Formative assessments are made regularly on each child individually, and used to form the basis of their individual Learning Journey. We conduct focussed observations; incidental observations; annotate children's work; write transcripts of the conversations; take photographs; and record children's comments. This information is used to provide evidence towards the summative assessment of Development Matters tracking, and the Early Years Foundation Stage Profile at the end of the Foundation Stage.

Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a short assessment that is mandatory for all Reception aged children from September 2021 and must be completed within six weeks of starting Reception.

EYFS Profile

The EYFS Profile is a way of summarising each child's development and learning at the end of the EYFS. The EYFS Profile is based on practitioners' ongoing observations and assessments in all areas of learning, which are set out in the revised Statutory framework for the Early Years Foundation Stage. Parents are involved in the assessment process on a regular, ongoing basis and encouraged to participate in their child's learning and development. We give all parents a written summary of their child's progress against the early learning goals and attainment within the assessment scales at the end of the Foundation Stage.

In terms of the EYFS Profile, Schools are required to –

- Ensure an EYFS Profile is completed for all children, including those with special educational needs or disabilities
- Assess each child's level of development against the early learning goals, and indicate whether children are meeting expected levels of development
- Share Profile results with parents and/or carers and explain to them when and how they can meet to discuss with the teacher

- Ensure data is quality assured through inter and intra school moderation
- Report EYFS Profile results to the Local Authority by the deadline set, who are under a duty to return this data to the relevant government department
- Take responsibility for the reliability of their EYFS Profile outcomes and ensure that the data accurately reflects the level of development of the current cohort of children
- Provide parents with a written summary at the end of the EYFS, reporting the child's progress against the EYFS early learning goals and assessment scales and provide the opportunity for discussion;
- Provide EYFS Profile assessments to their school's governing body to enable it to comply with national data submission requirements and report to parents;
- Provide Year 1 teachers with a copy of the Profile report, and should inform a dialogue about each child's stage of development and learning needs to assist in the planning of activities for Year 1.

As stated in the EYFS framework guidance -

'Assessment should not entail prolonged breaks from interaction with children, nor excessive paperwork. When assessing whether a child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement ...'

The Role of the Adult

In the Foundation Stage, all children must be assigned to a Key Person, in accordance with the statutory framework for EYFS. This is to ensure that secure attachment is formed in the Nursery or Reception setting, and that children can feel confident and supported. The Key Person is the named member of Staff assigned to an individual child to support his/her development and act as the key point of contact with that child's parent and/or carers. Where possible, activities such as Circle Times and Story times will also be carried out in Key Person groups to allow these positive relationships to be formed and developed. Parents must be informed of their child's Key Person, and have their role explained, when their child starts attending the setting.

As well as acting as Key Person, the adults working in the Foundation Stage will strive:

- To observe child-initiated play to understand and provide for their interests and needs. Adults will plan for 'Next Steps' based on the observations that they make in order to provide children with appropriate challenges and opportunities to develop their learning.
- To plan and resource a challenging indoor and outdoor environment. Staff will work together to identify areas for development in both the indoor and outdoor environment to ensure that the needs and learning styles of all children are met.
- To support children's learning through planned play activity. Foundation Stage staff must provide a balance of adult-initiated activities and child-initiated activities to ensure learning and development.
- To extend and support children's child-initiated play. This will be done through modelling, scaffolding, challenging, asking questions, connecting ideas, providing alternative viewpoints, providing additional resources as appropriate etc.
- To extend and develop children's language and communication in their play. Adults must model new vocabulary and language, encouraging children to explore the sounds and meanings of new words, as well as apply it in context.

Parents as Partners

In the Foundation Stage at Our Lady of Compassion, we firmly believe that parents and the school should work closely together to provide the best possible start in education for our pupils. We also work in partnership with parents as part of the ongoing assessment process in the Foundation Stage, whereby parents and staff's judgements are given equal weighting. We ensure the partnership between parents and school in a variety of ways, some of which are outlined below -

- Home Visits at the start of Nursery and Reception
- Every family offered a home visit from Nursery/ Reception staff
- EYFS Information meetings and booklets for parents
- Parent comments added to observations carried out in school
- Regular Stay and Play sessions to share Learning Journeys
- Parent Questionnaires
- Parent Observation Sheets/ WOW slips
- Termly Assessment sheets for parents

Welfare and Safeguarding:

‘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’.

(Revised EYFS Framework, 2021)

At Our Lady of Compassion Catholic Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the updated Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare of children, ensuring that all necessary steps are taken to keep children safe and well.
- Ensure that necessary Safeguarding and Child Protection steps are taken; when any issues for concern in a child’s life at home or elsewhere arise (see school Safeguarding and Child Protection policy).
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Ensure that the school’s Safeguarding policies and procedures cover the use of mobile phones and cameras in the setting. We will ensure that parental consent is given for photographs taken of children at the setting.
- 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, and staff training is provided to ensure continuous improvement.
- Ensure that parental permission is given for any outings off school premises, and that children are kept safe on any outings, taking child-adult ratios into consideration.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose, conducting regular Risk Assessments where appropriate.
- 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, which can be shared with parents/ carers and any other professionals working with a child (OFSTED as appropriate, social services, police etc).
- Ensure staff are trained to administer Paediatric First Aid (PFA) with the certificate being renewed every three years.

We endeavour to meet all these requirements. A full copy of the updated Safeguarding and Welfare Requirements can be found in Appendix 1.

Procedure for dealing with children who are ill or infectious

At Our Lady of Compassion, we follow the guidance on infection control in schools. In particular, we cannot accept a child into the setting where they have experienced diarrhoea and/or vomiting within the past 48 hours, and adhering to the recommended period children are to be kept away from the setting in order to prevent spread of infection. We will inform Public Health England (PHE) and Health Protection Team Sefton if an outbreak of infectious disease is suspected.

Nursery and Reception implement good hygiene practice to avoid the spread of infection, following the guidance below -

1. **Hand washing** - We ensure that children wash their hands before and after handling food, after using the toilet, and after handling animals.
2. **Coughing and sneezing** - Children and adults are encouraged to cover their nose and mouth with a tissue, wash hands and dispose of tissues.
3. **Personal Protective Equipment** - Disposable gloves are used when there is a risk of splashing or contamination with blood/ body fluids e.g. nappy changing. Such spillages are to be cleaned up immediately using disinfectant.
4. **Cleaning** - The environment is cleaned daily with toys and equipment cleaned regularly.

In the event of a child becoming ill parents will be contacted immediately. Children should be collected from school if they experience diarrhoea and/or vomiting. Children who leave school during the school day should be signed out of school by means of the signing out register kept in the main office. Children who need to sit quietly when feeling unwell should be seated in their classroom.

An up-to-date list of contagious illnesses, with details for recognition and quarantine time-scales, is kept in the Main Office for all staff to refer to. All cases should be reported to a member of the Leadership team.

Procedure for administering medicines

Medication may be administered by a member of staff provided he/she receives a request in writing giving the teacher necessary authorisation and providing details of the appropriate dosage etc.

Medication must be stored out of children's reach in the staff room. All medication, including inhalers, should be returned to parents prior to all holiday periods. If a member of staff is not comfortable administering a medication, he/she may refer to the Leadership team

Procedure for emergency evacuation

In the event of an emergency, staff will take as their primary concern, the safety of children within their care. Upon hearing the emergency alarm, all staff must follow the full emergency evacuation procedure. If an emergency occurs and there is the possibility of risk to children or staff, the following steps must be taken -

- Take immediate steps to ensure the safety of any children or staff in the vicinity of the emergency
- Evacuate the building
- On hearing the alarm, classes will move in a safe and orderly manner under the supervision of staff to their evacuation safety area
- All children and staff to use the designated emergency exit to move towards the evacuation safety area i.e. Nursery move towards the shelter in Junior Playground, Reception move towards Infant Playground
- A member of staff to check toilets before leaving building
- Class teacher to take class register out of building
- Head count of class carried out as soon as children reach evacuation safety area
- Once the evacuation area has been reached, the register for each class must be called to ensure all children are accounted for

Procedure for checking identity of visitors

All visitors to the school must report to the office where they will be signed in, and given a visitor badge as appropriate.

All children are given a home visit on joining Our Lady's, at which parents/ carers are required to provide a list of adults that may collect their child from school. Staff must be informed of any other adults picking up a child from school in writing.

Procedure for dealing with complaints from parents/ carers

'Providers must put in place a written procedure for dealing with concerns and complaints from parents/ carers, and must keep a written record of any complaints, and their outcomes.' (Statutory Framework for EYFS, 2021)

In the event of a complaint from a parent/ carer, the following steps will be taken -

- A record of the complaint will be made using CPOMS and shared with senior management team
- Complaints will be investigated relating to the fulfilment of the EYFS requirements and notify parents or complainants of the outcome, within 28 days of having received the complaint
- Make any record of complaints available to OFSTED on request and the action taken as a consequence
- Make available for parents and/or carers details about how to contact OFSTED
- Supply a copy of the OFSTED report to parents should the complaint trigger an inspection

Rachel Farrell

Date: September 2021

Review date: September 2023

Our Lady of Compassion

Catholic Primary School

“Compassion and achievement for all”

Early Years Foundation Stage Policy

