



CROSFIELDS SCHOOL

Early Years Foundation Stage Policy

Policy Owner:	Head of Early Years
Approved By:	Head; Head of Pre-Prep
Review Date:	30 January 2025
Next Review Due:	By January 2026

At Crosfields, we value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. This policy has been developed in conjunction with the relevant guidance and legislation to ensure that every child has a positive start to their school life in which they embrace learning, develop well and are kept healthy and safe.

We seek to provide:

- Quality and consistency, so that every child has access to the curriculum and makes progress.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is valued, included and supported.

Aims

Through the implementation of this policy, we aim to:

- Provide a broad, balanced and ambitious curriculum that ensure each child develops the skills, attitudes and understanding necessary for the next stage of their education.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a safe, secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs.

Foreguiding principles shape our practice:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates and child is valued as an individual.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different 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.

- Assigns each child with a class teacher to act as their key person, supported by a class based nursery nurse, to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides an attractive, welcoming and stimulating indoor and outdoor learning environment which is also safe and secure.

Learning and development

In partnership with parents, we will promote the learning and development of children through planning an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. We will ensure the children learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school and achieve the Early Learning Goals.

Our curriculum encompasses seven areas of learning and development. All seven areas of learning and development are important and interconnected. The three areas known as the 'prime' areas are initially given greater focus as these areas are particularly important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

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

The four additional areas specific areas help children to strengthen and apply the prime areas.

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

In organising and implementing educational programmes, the 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:

- 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.

Children are provided with a range of rich, meaningful activities and experiences in which they can explore, think creatively and be active. We create medium term plans based on a series of topics each of which offers experiences in all seven areas of learning. We always remain flexible to allow for unplanned circumstances and children's responses.

We plan for each area of learning to be taught through a mix of adult-led and child-initiated activities. Children will engage in whole class and small group activities as well as

being allowed time to become engrossed in what they are doing and take control of their own learning.

Opportunities for learning outdoors are utilised across all areas of the curriculum. All pupils take part in weekly Forest School sessions led by a qualified Forest School Leader.

Children benefit from specialist teaching for Music, French, P.E, Forest School and swimming.

ICT

Children in EYFS will be given the opportunity to use technology to equip them for the demands of the developing digital world, and prepare them for the next step in their education. Classrooms in both Nursery and Reception have an Interactive Whiteboard. A mix of iPads, laptops and other technological equipment are used to enhance all areas of the curriculum. The Online Safety Policy will be adhered to at all time and staff are responsible for ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. 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. The school 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 may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

At the end of the Reception year the EYFS profile is completed for each child. This comprehensive assessment provides 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. The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

Parents will be kept up-to-date with their child's progress and development and, initially, the child's class teacher will address any learning and development needs in partnership with parents. 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.

The school takes 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.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Crosfields has an Equal Opportunities Policy which applies to all pupils including those in the EYFS.

Safeguarding and welfare

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. There is also an EYFS Intimate Care Policy which gives guidance to staff on the care and treatment of pupils that require assistance with toileting,

The Designated Safeguarding Lead and Prevent Lead is Mr Daniel Stent. Mrs Janey McDowell, Head of Pre-Prep is the Deputy Safeguarding Lead with responsibilities for Pre-Prep and EYFS. The school also has an assistant safeguarding team which includes Mrs Alice Westley-Smith, Deputy Head of Pre-Prep.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

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.

Mobile Phones and Devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets. Photography policies and procedures are addressed in full in our Photography Policy.

Use of personal mobile phones by staff members

Staff members must not generally use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in rooms away from the children during breaks and non-contact time. Mobile phones should be safely stored whilst children are present.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.

Staff may use their professional judgement in emergency situations.

Use of the school's devices

Staff have access to school iPads and digital cameras to ensure that only school devices

are used to take photographs and videos. Images of pupils on iPads and memory cards should be stored securely and downloaded onto the school server within seven days.

Written permission

from parents or carers will always be obtained before images and/or videos of children are taken, used or published. Photographs will be disposed of should they no longer be required. Photography is not permitted in sensitive areas such as changing room, toilets, swimming areas unless there is a specific reason and permission has been sought from the Head of Pre-Prep (for example, taking photos of how to wash your hands for a display).

School devices must not be taken off school premises without prior written permission from the Head of Pre-Prep.

Where staff members have concerns about another staff member's use of mobile phones or material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Promoting Good Health

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

Staff follow the First Aid Policy and Administering Medicines Policy as necessary. In addition to the school having two qualified school nurses, all EYFS staff hold a Pediatric First Aid qualification.

The meals provided to all pupils are healthy, balanced and nutritious and fresh fruit and vegetables are provided as a snack each day. Fresh drinking water is accessible at all times.

Smoking or vaping is not allowed in any area used by the EYFS children.

Partnership with Parents

We recognise that parents are the first and most important influence on their child's development and future outcomes. The impact on a child's education is greater if parents and schools work in partnership.

Parents are invited to an induction meeting during the term before their child starts school and then an additional information evening at the beginning of the Autumn term. A comprehensive welcome pack is distributed and additional curriculum information is also available. Parents are asked to complete a questionnaire about their child to help the school to start to learn about their interests and personality.

Formal Parents' Evenings take place in the Autumn and Spring term; 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. Regular written communications of letters and newsletters occur throughout the year.

Transition

We recognise that pupils are vulnerable at all transition stages and to this end we will employ the following structures and systems to ensure a positive and smooth transition into and within the school.

Transition from Home & Other Settings to Nursery

- Children are able to attend Stay and Play sessions with their parents prior to New Pupils' Day.
- Comprehensive information is sought from parents to enable us to know as much as we can about each child when they start school.
- On New Pupils' Day children meet their class teacher (key person) and visit the Nursery with their parents.
- Parents attend an information session on New Pupils' Day.
- Parents are given an information booklet detailing routines and procedures.
- Parents are invited to attend an initial information afternoon when their child visits for the first time and a comprehensive induction evening in September.

Transition from the Nursery & Pre-School Settings to Reception

- Interaction between Nursery and Reception staff and children takes place throughout the year via activity days, informal visits and story sessions.
- Children joining the school in Reception are invited to attend Stay and Explore sessions with their parents prior to New Pupils' Day.
- During the Summer Term, the Nursery children visit Chestnuts on a regular basis to familiarise themselves with the Reception staff and the environment.
- Reception teachers meet with the Nursery teacher to share information.
- Children get the chance to meet their class teacher (key person) and nursery nurse and to visit their new classroom.
- The children are given a photo book about their new class, which they are able to share with parents, to help them familiarise themselves with their new school.
- Comprehensive information is sought from parents to enable us to know as much as we can about each child when he or she starts school.
- Parents are invited to attend an initial information afternoon when their child visits for the first time and a comprehensive induction evening in September.
- Parents are given an information booklet detailing routines and procedures within the EYFS at Crosfields school.
- On starting school, the routine of the school day is introduced slowly, especially those aspects which take the children away from their environment such as PE and Collect.

Transition from Reception to Year 1

- Interaction between Year 1 and Reception staff and children takes place throughout the year via Collects, play times and informal visits.
- During the Summer term, the Reception children visit the Year 1 classrooms for story sessions.
- Changes in routine are discussed with the children and some aspects of these

are introduced.

- Parents are informed of the processes
- The children are consulted on their views and any concerns on the transition prior to them starting in Year 1.
- The Year 1 teachers meet with the Reception teachers to discuss the children's Early Years Foundation Stage Profiles and concerns that may have been voiced by parents or children.
- On New Pupils' Day the Reception children meet their new teacher and visit their new classroom.
- The children are given a photo book about their new class to share with their parents.
- During the first half of the Autumn term the Year 1 teachers gradually increase formal learning opportunities, taking into account the development of the children.

Monitoring and review

This policy is reviewed annually by the Head of Early Years and any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.