



Staffordshire University Academy Trust		St. Edward's Academy Cheddleton Early Years Foundation Stage Policy				
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Policy Owner:	Alex Fowler-Hill					
Audience:	LAC	<input checked="" type="checkbox"/>	Trustees	<input type="checkbox"/>	General Public	<input checked="" type="checkbox"/>
	Staff	<input checked="" type="checkbox"/>	Parents	<input checked="" type="checkbox"/>	Pupils	<input type="checkbox"/>

OUR SCHOOL VISION

We will teach wisdom, model and expect respect for all. We will nurture compassion, responsibility, courage and perseverance, equipping our children for life in all its fullness as honest adults in our diverse and ever-changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by...

Learning and Caring Together “...they will flourish in the courts of our God.’ (Psalm 92:13)

INTRODUCTION

Early Years education is the foundation upon which young children build the rest of their schooling. At St Edward's Academy Cheddleton (SEAC) we believe in a holistic approach to learning which encourages parents/carers, staff members and teachers to work together to support our children's development and learning.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at SEAC and is the responsibility of practitioners working in the EYFS setting. In the policy, the term 'practitioner' refers to all members of staff working with children within the setting. Early Years educational provision at SEAC is available to children from the start of the term after a child's third birthday in Nursery and continues through to the end of Reception.

AIMS

Through the implementation of this policy, we aim to:

- Provide a happy and positive start to their school life where we foster a love of learning, a smooth transition and secure readiness for our Key Stage One Curriculum
- Enable each child to develop socially, physically, intellectually and emotionally
- Develop independence within a secure and nurturing atmosphere
- Work alongside parents/carers to meet individual needs

Four guiding principles shape good practice in the EYFS:

- Every child is unique, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be independent and resilient learners
- 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/carers
- Children develop and learn in different ways and at different rates

To put these principles into practice we:

- Provide a broad and balanced curriculum which takes children's ages and different stages of development into account
- Assign each child with a key worker to ensure that each child's learning and care is tailored to meet their individual needs
- Promote equality of opportunity and anti-discriminatory practice
- Work in close partnership with parents and carers
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment
- Provide a safe and secure learning environment

Our Early Years staff work as a team. Children from both Nursery and Reception have opportunities to work with all staff together during the day, both indoors and outdoors. Children are taught as a whole class, in key worker groups, smaller groups and individually. We are dedicated to providing excellent pastoral care and education to children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating young children and have excellent knowledge of the Early Years Foundation Stage and child development. The Staff are committed to professional development and attend up to date training courses, ensuring that their knowledge and skills are kept up to date.

The Early Years effects a smooth transition from home to school and offers stability for the younger child. Across the EYFS children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

WORKING IN PARTNERSHIP WITH PARENTS

Our academy Home School Agreement and other relevant parent policies and procedures can be found on our website and are applicable to our EYFS provision.

We value partnership working with parents and appreciate the importance of this in the best interests of children. We aim to achieve this by:

- Showcasing our setting and provision through open days/evenings
- Visiting home and settings for induction and play and stay sessions with coffee mornings
- Having an open-door policy where parents/carers are welcome to talk to EYFS staff/key workers, message via ClassDojo or make an appointment if necessary
- Sharing experiences between home and school using portfolio and class story on Dojo and Boom Reader
- Inviting parents/carers to settling in sessions, learning workshops (Watch me Learn), Celebration Assemblies, church services and performances
- Arranging parent meetings and providing reports which share updates on progress and achievements
- Providing direct communication channels with our Home School Community Link Lead (Senior Mental Health Lead, Wellbeing Champion) for pastoral and welfare needs
- At St Edward's we investigate complaints related to the fulfilling of EYFS requirements and notify complainants of the outcome within 28 days of having received the complaint

THE STATUTORY FRAMEWORK

Teaching in the EYFS at St Edward's Academy is delivered in accordance with the educational programmes of the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage'.

We ensure that teaching and learning promotes and provides opportunities for: **Characteristics of Effective Learning**

- **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, and develop strategies for doing things*

Areas of Learning

There are seven areas of learning and development that must shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected.

Prime Areas

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

Communication and language

- Listening, attention and understanding
- Speaking

Physical development

- Gross motor skills
- Fine motor skills

Personal, social and emotional development

- Self-regulation
- Managing self
- Building relationships

Specific Areas

Children are taught these four specific areas, through which the three prime areas are strengthened and applied.

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- Number
- Numerical patterns

Understanding the world

- Past and present
- People, culture and communities
- The natural world

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

OUR CURRICULUM

Our academy teaching and learning procedures can be found on our website and are applicable to our EYFS provision.

We are passionate that the children learn about their world at a local, national and global level and the impact they can have on their present and their future. We give them the confidence to flourish as active learners, providing first hand experiences through play, discussion and collaboration. We plan purposeful and progressive learning activities for indoors and outdoors and also acknowledge and promote the potential for learning through unplanned events that arise.

OUR CURRICULUM:

- Is knowledge based with teaching and learning through a thematic approach to the seven areas of learning
- Fosters a love of reading through exploring high quality texts
- Has an emphasis on focused language and vocabulary acquisition
- Focuses on early phonic knowledge acquisition through the Essential Letters and Sounds Phonic Scheme (DfE validated)
- Provides a strong foundation for early maths (linked to whole school mental maths and National Centre for Excellence in the Teaching of Mathematics NCETM)
- Is progressive and includes purposeful transition links with the National Curriculum
- Values learning opportunities outside in the forest area, garden and EYFS outdoor areas
- Encompasses our academy values and our vision for high quality early learning
- Promotes learning opportunities through children's individual interests
- Provides opportunities to practise, consolidate and recall learning
- Equips children to recognise and make connections with prior and new learning
- Enriched through additional after school clubs available to children in reception

Our EYFS curriculum planning is available on our academy website.

PLANNING:

- Is the responsibility of qualified teachers in nursery and reception, in consultation with all other practitioners in the team
- Is informed by having an excellent understanding of the children's current stages of development, gaps in their learning and what they need to learn next
- Clearly identifies learning objectives for indoor and outdoor learning activities
- Is adapted appropriately to reflect the needs and interests of all pupils
- Provides stimulating, 'hands-on' learning activities that motivate and inspire children to want to do, learn and know more

ASSESSMENT:

'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge - Statutory Framework for the Early Years Foundation Stage.

- We consult with parents/carers and pre-school providers to gain a good understanding of children's current levels of development before they join us
- During the first month in Nursery, formative assessments take place and we use 'Development Matters' descriptors to accurately assess the children's entry levels and to inform planning

- On entry into Reception, all children are assessed using the Government's Statutory Baseline Assessment. Analysis of this is used to inform planning for the cohort and individuals
- All practitioners continually assess through interactions, facilitation and observation of children engaging in learning activities, with adults and with each other
- We ensure that assessment processes do not prevent staff and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Staff are not required to record or document evidence to prove children's level of development
- At St Edward's, our EYFS Profile is called My year of Learning (MYOL). This is a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding, abilities and attainment against the **Early Learning Goals (ELGs)**, and their readiness for Year 1
- Parents are kept up-to-date with their child's progress and development. Class teachers and practitioners will address any learning and development need in partnership with parents
- Class teachers discuss any cause for concern in a child's progress with the child's parents. Support will be agreed upon and consideration will be taken as to whether the child may have SEND.
- 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. During assessment, if a child is found to not have a strong grasp of English, the class teacher or key worker will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay

BEHAVIOUR

Our academy Behaviour Policy and Procedures can be found on our website and are applicable to our EYFS provision.

- We manage behaviour through a values approach
- Children's developmental ages, stages and needs are considered when implementing our policies and procedures
- As an inclusive school, restorative practice is expected between parents/carers, staff and pupils

INDUCTION

Our academy New to School Policy and Induction Procedures can be found on our website and are applicable to our EYFS provision.

- A child's first experience of school is extremely important to us so we aim to make their start as happy and smooth as possible
- Information is available on our website and via our school office. Parents are invited to induction meetings where they can learn about our school ethos, values, curriculum, routines and much more. They also have the opportunity to meet the Foundation Stage Team and to see our learning environment and provision first hand
- Practitioners will visit the children in their pre-school settings and their homes. The aim of these visits is to support us in developing our knowledge and understanding of each child in order to make the transition period as smooth as possible. This also provides an opportunity for parents/carers to ask questions
- We ask that parents share the written **Summary Progress Check at 2** with EYFS staff
- The children are invited in for stay and play sessions and their induction is then tailored to individual needs in consultation and agreement with parents/carers
- Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy

TRANSITION

The following process is in place to ensure children's smooth and successful transition to Year 1:

- During the Autumn Term, Reception children join whole school Celebration Assembly and church services
- During the Spring Term, Reception children join whole school 'Worship through Song'
- During Summer term 2, expectations for independent work and sustained concentration are increased
- During Summer Term 2, Year 1 staff will observe children within the EYFS setting
- During Summer Term 2, Reception children and EYFS staff join KS1 playtimes
- During Summer term 2, Year 1 staff deliver a range of learning sessions, linked to writing, mental maths, phonics and reading sessions to prepare the children for the Year 1 curriculum and to allow the children to feel secure with their new teachers
- In the Summer term, Reception and Year 1 staff meet to discuss each child's development and needs in order to support a smooth transition to Year 1
- Transition sessions in Summer Term 2 for Reception children to visit and work in their new classroom with Year 1 staff
- In the Summer Term there is an opportunity for parents to meet Year 1 staff

SAFEGUARDING

Our academy Safeguarding, Child Protection and Intimate Care policies and procedures can be found on our website and are applicable to our EYFS provision.

- All necessary steps are taken to keep the children in our care safe and well
- Any safeguarding or welfare issues are dealt with in line with the Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training
- The Designated Safeguarding Lead (DSL) is Mrs Machin (Principal)
- The Deputy Designated Safeguarding Lead (DDSL) is Mrs Clifford (Assistant principal)
- The DSL/DDSL are responsible for safeguarding children and liaising with local children's services as appropriate
- The DDSL undertakes the duties of the DSL in their absence, but overall responsibility for safeguarding remains with the DSL
- The DSL and DDSL undertake child protection training as required
- Staff 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

Our SUAT Mobile Phone Policy can be found on our website and are applicable to our EYFS provision.

The additional detail below is also adhered to as part of St Edward's Mobile Phone Policies and Procedures. At St Edward's, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos.

Use of mobile phones by staff members

- Staff members must not use personal mobile phones or cameras when teaching children or when supervising children
- Staff may use mobile phones on school premises outside of working hours when no children are present
- Staff may use mobile phones in the staffroom during breaks
- Mobile phones must be safely stored and on silent mode whilst children are present

- Mobile phones will not be used to take images or videos at any time
- Staff may take personal mobile phones on trips, but they must only be used in an emergency situation
- Staff must report any concerns about another staff member's use of mobile phones to the DSL/DDSL, following the procedures outlined in the Safeguarding Policy

Use of mobile phones by parents, visitors and contractors

- Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission
- St Edward's strongly advises parents, visitors and contractors against the publication of any photographs or videos taken at the school or school events on social media
- Staff must report all concerns about parents, visitors and contractors to the DSL/DDSL, following the procedures outlined in the Safeguarding Policy

Use of the school's mobile phones and cameras

- Staff are provided with a school device to ensure that only school devices are used to take photographs and videos
- School I-Pads have passcode protection and these must not be shared
- School devices must only be used for work related matters
- Staff must not take photographs of bruising or injuries for child protection reasons

INCLUSION AND EQUALITY

Our academy Inclusion, Equality and SEND policies can be found on our website and are applicable to our EYFS provision.

- All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equality information objective statement ensures that the needs of all children are met, regardless of any protected characteristics they have
- We are an inclusive school where all pupils receive a broad, balanced and relevant curriculum with the environment and resources adapted to accommodate individual needs
- The academy inclusion team work with staff and children in the EYFS setting. Quality assurance of provision and practice is the responsibility of the academy SENDCo.
- Early intervention is paramount to our practice, as is close partnership and multi-agency working to understand and provide excellent provision for all children
- We implement a graduated response, monitor impact closely and share outcomes and next steps with parents

HEALTH AND SAFETY

Our academy Health and Safety policies and procedures can be found on our website and are applicable to our EYFS provision. Our academy risk assessments are also applicable to our EYFS provision.

- Smoking and vaping is not permitted on the school premises
- The school has a Fire Evacuation Plan in place
- EYFS indoor and outdoor daily safety checks are carried out as routine

MEDICAL NEEDS

Our provision is compliant with 'Supporting Children with Medical Conditions in School' and relevant policies and procedures, that are applicable to our EYFS provision, can be found on our academy website.

- Our Home, School, Community link lead is our medical lead. She liaises with parents, professionals and staff to complete Healthcare Plans (short or long term) and Risk Assessments for children with specific medical and /or dietary needs, including allergies. These are shared with relevant staff and implemented as appropriate
- Ideally, all medication should be prescribed by a professional, although there may be circumstances where this has not been possible. This will be discussed with the Home, School, Community Link Lead. All medication requires a consent form to be completed by the parent including instructions for administration. Medication must be labelled with the child's name.
- The school follows procedures to ensure the safe administration of medication.
- For minimum periods of exclusion for common illnesses, we refer to the government guidelines in regards to 'Health protection in schools and other childcare facilities.'
- A first aid box is located in all EYFS classrooms
- Class teachers and practitioners 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 is also reported to their parents
- Accidents and injuries are recorded in accident books and Staffordshire County Council Portal when appropriate
- The Principal reports any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies are also notified
- The Principal notifies Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident

HEALTHY SCHOOLS

Our academy Healthy Schools Policy can be found on our website and is applicable to our EYFS provision.

- St Edward's values and promotes the importance of good mental and physical health of children in the EYFS, including the promotion of active and outdoor learning
- Oral health is taught explicitly in our EYFS curriculum
- Children receive free milk until they are aged 5
- Children access fresh water throughout the day and are provided with their own water bottle that is cleaned, sanitised and kept in school
- Children have access to free fruit in Nursery and Reception
- Children in Reception are entitled to a cooked or sandwich meal in school paid for by the Government
- Children can bring in a healthy snack to school each day. Please refer to our academy policy *to view our expectations of healthy snacks (fruit, salad and/or vegetables)*
- Lunch boxes – please see our academy policy to view our expectations of healthy lunchboxes
- We encourage all children in the Early Years to have a cooked school meal, as it is an excellent opportunity to teach and learn cutlery skills
- Nursery children accessing full days can either purchase a cooked or sandwich lunch from school or bring in their own healthy lunch box
- In the interest of allergy management and safety, we are a nut free school. We appreciate your support and cooperation on this matter

STAFFING

Our academy HR and Recruitment Policies and procedures can be found on our website and are applicable to our EYFS provision.

- The Principal and LAC ensures that members of staff employed in the EYFS are suitable, through safer recruitment procedures
- 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
- Staff are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experiences
- All members of staff who have contact with children and families are supervised and supported by the EYFS Lead, Principal and Assistant Principals
- 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. A member of staff who has a current PFA certificate will also accompany children on any school outings
- The academy will organise PFA training to be renewed every three years
- The list of staff who hold PFA certificates can be found on the school website

The 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'

The school adopts the following staffing ratios for Nursery children:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification
- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification
- Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios
- Children must usually be in sight and hearing of staff and always within sight or hearing

The school adopts the following staffing ratios for Reception children:

- Reception classes are subject to infant class size legislation. We employ sufficient school teachers to enable teaching in groups of no more than 30 per school teacher
- For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children
- Each Nursery and Reception child is assigned a key worker whose role it is to help ensure that every child's care is tailored to meet their individual needs
- The EYFS lead informs parents of whom their child's key worker is and explains the role of the key worker when their child begins attending the school

WRAP AROUND CARE:

Our academy Brambles Policy and procedures can be found on our website and are applicable to our EYFS provision.

- The Brambles Manager and/or supervisor holds a relevant Level 3 qualification
- A minimum of two staff members cover provision for up to 16 nursery children attending Brambles
- A minimum of one staff member covers provision for up to 30 reception children attending Brambles