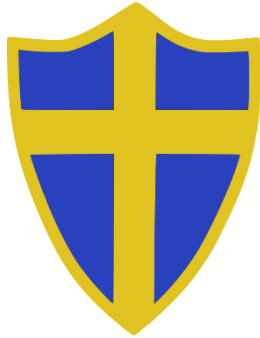


Peterhouse CofE Primary Academy



EYFS POLICY

Introduction

At Peterhouse CofE Primary we believe that an outstanding education in the Early Years Foundation Stage (EYFS) will set children up with the skills needed to ensure the best possible outcomes throughout their formal education. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. We believe that every child is an individual and deserves personalised learning within highly stimulating classroom and outdoor learning environments. When parents choose to use early years services they want to know the provisions will keep their children safe and help them to thrive. The EYFS is the framework that provides that assurance.

The EYFS for children is from birth to five years of age. In our nursery, children join us the term after their third birthday and the Reception classes in the September following their fourth birthday.

Children entering our reception classes come from a range of settings, and we work with parents and other professionals to provide a smooth transition into our schools. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

Our Intent

- The children will be valued members of the school community, showing respect for each other and their surroundings.
- They will develop a sense of belonging and establish strong relationships with both their peers and staff.
- Every child will experience a rich, varied and exciting curriculum. They will all enjoy school and show a love of learning.
- They will leave as confident, independent, resilient and reflective learners who seek challenge and learn from their mistakes.
- The progress of each child will be clear and evident and every child will be in their best place possible, regardless of the barriers they face, to continue their learning career.

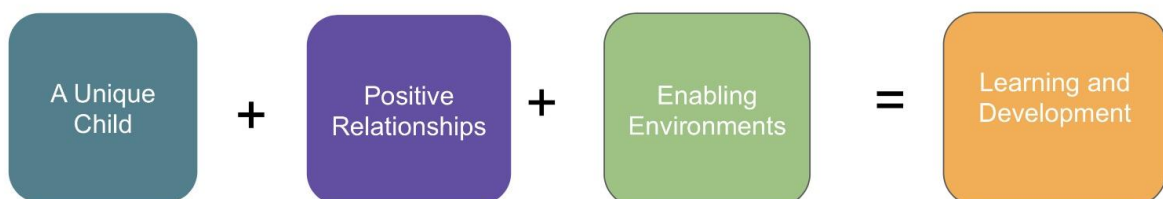
- We appreciate childhood as a unique and valuable stage of life and are aware that the quality of childhood has lifelong consequences.
- The child-family bond is of primary importance, and parents/carers have primary responsibility for the child. We value partnerships with parents.
- Children are understood and supported in terms of their family, culture and wider community. Diversity is celebrated.
- We are above all committed to equipping children with an inner moral compass based on Christian values, empowering them to take the lead and navigate life with compassion, belief, forgiveness and courage.
- The well-being of the child is paramount. Where there are competing priorities, early years professionals act as advocates for the child based on sound pedagogical principles.
- Relationships based on trust and respect are central to the child's emotional and physical health and learning.
- Good practice sees the child as central to the direction, pace and content of their learning.
- We are committed to reflecting on our practice, continuing to develop our knowledge and evolving understanding of our pedagogy.

Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

EYFS Principles

At Peterhouse CofE Primary Academy, the EYFS is based on four principles:



A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways and at varying rates and our staff use observations and knowledge of early years pedagogy to skilfully analyse and support children in their next steps of learning. The EYFS 'Characteristics of learning' are embedded through our continuous provision and sensitive adult interactions develop deep sustained shared thinking. Children are encouraged to develop their independence, curiosity and problem solving skills. In our nurturing environment we use praise, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning and needs.

Positive relationships are key to every child's education. We aim to develop excellent working relationships with parents; understanding their role as first and most enduring educators of their children. And with the children by helping them to share, care and learn together.

Enabling Environments

At Peterhouse CofE Primary Academy we recognise that the environment plays a key role in supporting and extending the children's development. This environment is not just where we learn but how we learn. The classrooms are organised to allow children to explore and learn securely and safely, where there are areas to be active or be quiet and reflective. Excellent, well organised provision, both indoors and outdoors, encourages creativity and independence. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities, experiences and provision to extend the children's learning. Staff are aware of children who join us with limited or lack of experience and plan accordingly.

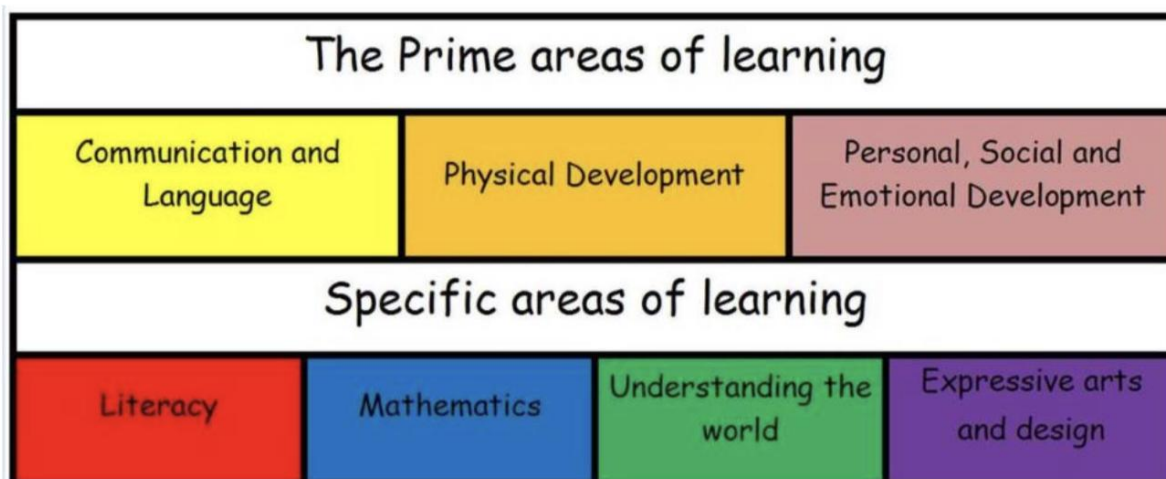
Children are nurtured to develop self-confidence and make decisions. Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas, ask questions and think creatively alongside other children as well as individually. We encourage our children to communicate with others as they investigate and solve problems.

At Peterhouse CofE Primary Academy, we believe that experiences in the outdoor environment are vital to a child's development and wellbeing. Our outside space provides a larger learning environment for gross motor skills and the opportunity to dig, construct and explore on a large scale.

Learning and Development- Implementation

Our early years settings follow the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.



In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

Children will **play and explore** their environment showing engagement by:

- finding out and exploring
- playing with what they know
- being willing to 'have a go'

Children will be **active learners**, showing motivation by:

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Children will be **creators and think critically** by:

- having their own ideas
- making links
- choosing ways to do things

As adults we support our children by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Valuing parental contributions to their child's learning.
- Using a wide range of teaching strategies based on children's learning needs.
- Fostering a desire to learn by nurturing active questioning and an awareness of the world around them.
- Encouraging children to express their thoughts and ideas in a variety of situations.
- Helping children to become competent speakers and listeners in an environment which values the contributions of all children.
- Monitoring children's progress and taking action to provide support as necessary.
- Working with outside agencies to continually update SEN support and provide relevant speech and language, physical development and social interaction schemes when required.
- Developing confidence by praising success and encouraging effort.

- Learning through play and experience learning first hand.

*"I hear, I forget
I see, I remember
I do, I understand"*

Teaching

Each area of learning and development is implemented through a focus upon holistic enquiry, planned, purposeful play, and a mix of adult-led and child-initiated activities. As educators we look for creative ways to capture children's natural curiosity and shape their exploration in meaningful and purposeful contexts.

Practitioners are responsive to each child's emerging needs and interests, guiding their learning and development through warm, positive and focussed interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

'Children at play are able to stay flexible, respond to events and changing situations, be sensitive to people, to adapt, think on their feet, and keep altering what they do in a fast-moving scene. When the process of play is rich, it can lead children into creating rich products in their stories, paintings, dances, music making, drawings, sculptures and constructions, or in the solving of scientific and mathematical problems.' (Bruce, 2001, p.46)

Assessment - Impact

At Peterhouse CofE Primary Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Throughout each child's time within the Early Years, a learning journey is compiled to celebrate achievements and independent evidence of attainment throughout the EYFS referencing development matters and the Early Learning Goals. To support the compilation of each learning journey and to enable us to celebrate children's achievements with their parents, we use an on-line learning journey called 'Tapestry'.

This enables us to focus upon the process of learning as well as the outcome, linking holistically to all elements of learning and development, alongside the characteristics of learning.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels (**'emerging'**)
- Meeting **expected** levels of development

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are then shared with parents/carers and they are invited to discuss these judgements with the teacher.

Progress meetings are planned termly with teachers, key people and SENCO's, to discuss and moderate children's attainment and consider support, interventions or further challenge.

Inclusion

We value the diversity of individuals at Peterhouse CofE Primary Academy and do not discriminate against children because of 'differences'. All children at Peterhouse CofE Primary Academy are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences, and barriers to learning, when planning for their learning.

In our Early Years, we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning 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 cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Further information can also be found in our SEN policy which is on our federation website or can be made available if requested.

Welfare

At Peterhouse CofE Primary Academy it is important to us that all children in the setting understand how to stay safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children are allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. All staff are aware of and follow our whole school safeguarding procedures. (See Whole School Safeguarding Policy, which is available on our website).

Every pupil should feel safe and protected from any form of abuse. Peterhouse CofE Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in [Keeping Children Safe in Education \(2022\)](#):

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child".

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

- *Ensure that children are kept safe in education
- *Promote the welfare of children.
- *Promote good health, including oral 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 is 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.

We endeavour to meet all these requirements.

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.” (Statutory framework for the early years foundation stage, April 2022)

At Peterhouse CofE Primary Academy we recognise that everyone is responsible for the safeguarding and welfare of our children. Should a concern arise it will be reported to our Safeguarding team.

Parents/Carers as Partners

We recognise that parents/carers are children’s first and most enduring educators and we value the contribution they make.

We recognise the role parents/carers have played, and their future role, in educating the children and believe that a strong partnership between home and school is essential to a child’s success.

Parents/carers are kept up to date with their child’s progress and development on a daily basis through Tapestry and are also invited to attend parent consultations on a termly basis. This helps to provide parents/carers with a well rounded picture of their child’s knowledge, understanding and abilities. In addition to this we:

- Invite all parents to an induction meeting during the term before their child commences Reception.
- Encourage parents/carers to talk to their child’s teacher if there are any concerns.
- Encourage parents/carers to come into the setting to share their knowledge and skills.
- Hold termly ‘family cafes’, where parents are invited to come and help their child learn in the classroom. This gives the parents/carers the opportunity to develop a greater understanding of the Early Years curriculum, gain more of an understanding of our expectations and chat with the teacher about their child’s progress.
- Hold weekly reading cafes, where parents/carers are invited into the classroom for 10 minutes at the end of the day to read with their child.
- Encourage parents/carers to offer support for educational trips outside the school.
- A nursery weekly newsletter.

Health and Safety

At Peterhouse CofE Primary Academy there are clear procedures for assessing risk (see whole school Health and Safety policy) that includes procedures for keeping children safe during outings and for any aspect of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework, at Peterhouse CofE Primary Academy we undertake:

- A whole school Supporting Children with Medical Conditions policy ensures that there are systems in place to ensure that medicine and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless a doctor, dentist, nurse or pharmacist has prescribed them. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer and this will be administered by a qualified first aider. At Peterhouse CofE Primary Academy a written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day. (Statutory framework for EYFS 2021).
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a sink area and children are provided with a healthy snack in school.
- A first aid box is accessible at all times and a record of accidents and injuries is kept. Several members of the EYFS staff have paediatric first aid training.
- A health and safety policy and procedure which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- An acceptable use policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.

Monitoring and review

It is the responsibility of the EYFS practitioners to follow the principles stated in this policy. There is a named Governor responsible for the EYFS (Mary Ives). This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion.

The Executive Head Teacher, Head of School and Key Stage leaders carry out monitoring of the EYFS through learning walks and discussion as part of the whole school monitoring schedule.

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

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
safeguarding policy and procedures	See safeguarding policy
procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy

Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

APPROVED DATE	
REVIEW DATE	
EXECUTIVE HEADTEACHER NAME AND SIGNATURE	
CHAIR OF GOVERNORS NAME AND SIGNATURE	