

Berkswich CE Primary School			
Reference Number S28	Shared with Staff September 2024	Ratified by Governing Board October 2024	Review Date October 2025
Policy Title	Early Years Foundation Stage (EYFS) Policy		

Intent

In Early Years, individuals are happy, safe and treasured. Our Berkswich CE school values underpin all that we do. We strive to be:

- compassionate
- inclusive
- persevering
- respectful
- responsible
- a team-player

At Berkswich we aim to provide a safe, secure and stimulating environment, where all children, families and staff feel valued, empowered and happy to grow and learn together. Our broad and balanced curriculum seeks to nurture curiosity, to develop confident communicators and to inspire imaginations through children's natural interests. Children actively learn through play and develop independence, confidence and self-esteem, skilfully supported and challenged by practitioners who seek to foster a life-long love of learning.

Children in Nursery and Reception are immersed in a rich learning environment filled with awe and wonder, where opportunities and experiences allow them to flourish in all aspects of their development. This includes opportunities in indoor, outdoor and local areas, where activities are planned to excite, intrigue and motivate children in their learning.

We appreciate that all children are different and we pride ourselves on being an inclusive school which is nurturing and has a clear focus on how each individual child learns.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- DfE (2023) 'Early years foundation stage profile: 2024 handbook
- DfE (November 2024) 'Statutory framework for the early years foundation stage'

- DfE (2024) 'Development Matters'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2024) 'Working Together to Safeguard Children'
- This policy operates within the DfE 'The Prevent duty'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

conjunction with the following school policies:

- Safeguarding Policy
- Keeping Children Safe in Education
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Use of Digital Devices and Online Safety Policy
- Administering Medication Policy
- Health, Safety and Wellbeing Policy
- Safer Recruitment Policy
- Data Protection Policy
- Cedars EYFS Policy addendum

Principles

Four guiding principles should shape practice in the Early Years, these are:

1. A Unique Child - every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
2. Positive Relationships - children learn to be strong and independent through **positive relationships**
3. Enabling Environments - 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 practitioners and parents and/or carers.
4. Learning and Development - importance of **learning and development**. Children develop and learn at different rates.

Roles and responsibilities

The governing board is responsible for:

- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the ['Early years foundation stage \(EYFS\) statutory framework'](#) in line with statutory requirements.
- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are

addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography Policy.

- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher will be responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding the school's vision and values and continuously strive for ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead is responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.

- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular meetings with staff to support professional development.
- Where appropriate, assigning a key person to support the needs of each child and family.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Having a thorough understanding of safeguarding within the EYFS setting.
- Remaining alert to any issues of concern.
- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children to become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.
- Supporting children and parents during transitions.

Revised EYFS Framework 2024

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- 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 between ideas, and develop strategies for doing things.

Effective Learning Characteristics

Children with effective learning characteristics are (Statutory EYFS Framework):

Playing and Exploring

- Finding out and exploring
- Using what they know in their play
- Willing to have a go

Our teaching staff provide open ended, hands-on opportunities which build on children's concepts, tests their ideas and encourages them to find out more. The children can refine, combine and further understand their world through imaginative play and enhanced provision. They are inspired to have a 'can do attitude', risk take and learn through all experiences.

Active Learning – Motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Children at Berkswich are encouraged to follow a line of interest in all their activities with concentration and excitement. Even when they face challenge, the teaching staff aim to build children's resilience and their understanding of persistence. When they meet their goal, they are rewarded by their own innate feeling of success which motivates them to strive for long-term success.

Creating and Thinking Critically

- Having their own ideas
- Using what they already know to learn new things
- Choosing and finding new ways to do things

Throughout EYFS at Berkswich, we provide opportunities for children to develop and link their concepts, whilst generating their own new ideas which they can challenge and explore. The teaching staff encourage children to make decisions on how to approach a task and follow it through in an organised manner while considering the intention of others.

Learning and Development

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

Prime Areas

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are the prime areas:

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

Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The specific areas are:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a careful balance of adult led, child initiated and enhanced provision activities. Children experience and investigate the world through quality hands-on experiences and creative opportunities. An inclusive approach ensures individual needs of all genders, 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.

Personal, Social and Emotional Development:

- Self-regulation
- Managing self
- Building relationships

Berkswich fosters, develops and nurtures relationships between home, school, community and places of worship. Children are encouraged to learn to work, share, take turns and co-operate with others through a wide variety of experiences. They learn to be sensitive to the needs of others and to respect other cultures and beliefs. Children are inspired to become confident, independent and to develop a positive self-image. They are supported to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Physical Development:

- Gross motor skills
- Fine motor skills

Children always have a variety of opportunities, both indoors and outdoors, to develop and practise their fine and gross motor skills using a wide range of natural resources, purpose-built equipment and through imaginative play. Within Early Years, to prepare children to become fluent writers and to show accuracy when drawing, children are supported to develop an effective pencil grip and given a wealth of opportunities to use a range of tools such as, scissors and paintbrushes.

Communication and Language:

- Listening, attention and understanding
- Speaking

This covers all aspects of language development and provides the foundation for their literacy skills. Berkswich aims to develop children's competence in speaking and listening by extending and enriching the children's vocabulary through story time, rhymes, child led role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. Staff facilitate the children within play. Children are encouraged to take part in class activities such as working with puppets, being involved in music sessions, saying rhymes and singing songs together.

Literacy:

- Comprehension
- Word reading

- Writing

The teaching staff aim for children to be inspired to mark-make, record and write in all areas of provision by capturing the children's own interest and creating pockets of awe and wonder. Children can access these both independently and during focused teacher-led experiences. These activities include daily phonics sessions, following Little Wandle Letters & Sounds Revised scheme, reading and writing sessions within whole class inputs and smaller adult focused groups.

Mathematics:

- Numbers
- Numerical patterns

Berkswich aims for children to achieve a firm mathematical understanding and build a strong foundation of vocabulary, mathematical creativity and willingness to problem solve. Through a range of hands-on activities, open-ended questions and group discussions, children develop simple mathematical ideas. As part of this, materials from Ten Town, White Rose Maths and Mastering Number, a programme led by NCETM, are employed where supportive. Children leave Reception with the key knowledge and understanding of the composition of numbers and early stages of fluency to enable them to successfully progress in Key Stage One.

Understanding the World:

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

All children are given immersive, engaging opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. In all areas of provision, children are given the opportunity to enhance their computing and technology skills.

Expressive Art and Design:

- Creating with materials
- Being imaginative and expressive

Through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities, we provide opportunities for all children to explore and share their thoughts, ideas and feelings. Children engage in painting, drawing, collage, model making and are creative with musical instruments. At regular times during the year, children are given the opportunity to participate in school productions, celebration assemblies, services and collective worship.

Assessment

At Berkswich CE Primary School, assessment plays an important part in helping to recognise children's progress, understand their needs, plan activities, and assess the need for support.

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

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.

‘WOW’ moments are recorded on Dojo, the online platform that we use at Berkswich CE. We use floor books to record collaborative PSHE and RE in both Nursery and Reception. Nursery also have a floor book for all other areas of learning. In Reception they have an additional floor book for maths, an individual book for learning and a book for drawing club.

Following the guidelines set in the EYFS Framework, we undertake a summative assessment of the level of each child’s development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year. This became compulsory for schools to complete in Autumn 2020.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide 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. Children are assessed as either ‘Emerging’ or ‘Expected’ against the seventeen Early Learning Goals. 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.

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.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead will discuss any cause for concern in a child’s progress with the child’s parents, especially where this concern relates to the prime areas of learning. 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. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child’s parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Parental and Carer Involvement

At Berkswich CE Primary School we firmly believe that the EYFS cannot function without the essential partnership with carers and parents.

Across EYFS, we ask for parents and carers to support their child's learning by helping them complete their weekly homework tasks. In Reception, parents and carers are asked to read with their child and help them to practise their spellings. Parents and carers are continually encouraged to upload observations onto Dojo to share what their child has achieved or experienced outside of school.

Parents and carers are invited to two evenings in the Autumn term and Spring term; however, the school has an open-door policy and parents and carers are welcome to talk to teachers at the start and end of the school day. They also have the opportunity to email the class teacher, during school hours, to ask any questions or pass on any important messages. School reports are sent home at the end of the year.

Dojo, the online platform we use in EYFS at Berkswich CE, provides communication between school and home. Parents and carers can access this at any time and view examples of learning.

There are numerous events throughout the year where parents are invited into school to learn with the children or celebrate their achievements, such as Stay and Play, family lunches, maths mastery events and celebration assemblies.

Parents and carers are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school. When Social media sites are used to share achievements in EYFS, such as Instagram, parents and carers must give their permission before photos of their child are uploaded.

Parents and carers are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality to enable us to further tailor our practice to each child in our care.

Hygge in the Early Years

Hygge is the Danish approach to living well, that focuses on being in the moment and embracing the feelings of warmth, simplicity and togetherness.

When we think about Hygge we are really focusing on the FEELING.

We reflected on our learning environment to reduce chaos and bring calm, whilst also making sure that we have high levels of engagement and that learning is always purposeful. We strive to ensure that our environment feels homely and comfortable, so all accessing it have a heightened sense of wellbeing.

A sense of arrival is critical, as it sets a tone and leaves those in the setting feeling reassured and excited. This is how we want the children to feel about coming to school each day.

We immerse the children in nature, adding 'loose parts' and authentic resources to our environment. We make sure the lighting is carefully thought-out and the use of natural light maximised.

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.

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on the website, on displays and in the children's individual learning journals.

Use of personal mobile phones by staff members

Staff members must not 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 the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode 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 who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

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. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises 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, following the procedures outlined in the Child Protection and 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 devices must have passcode protection.

School devices must only be used for work related matters, for example recording and documenting a child's learning. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices must not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they must

report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Safeguarding and Welfare

All necessary steps are taken to keep the children in our care safe and well. The safety of the child is always of paramount importance. 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.

The DSL is **Samantha Jackson**. The deputy DSL is **Rachel Joint**.

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.

The Safeguarding Policy is available in school for parents to read, if they wish to.

Inclusion

All pupils at Berkswich CE Primary School this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, home language, background, race and social circumstances. Both gifted, talented and able children and those with Special Educational Needs are considered and the curriculum is adapted to suit all levels of ability.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by both the EYFS Leader and the school's SENCO.

Special Educational Needs and Disabilities

Care is taken to assess the needs of each child. Should a child have any special need, the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with outside agencies and when necessary, their involvement may be required to support certain children. Parents/carers will always be informed if an outside agency is assisting us to support their child. Our school SENDCo is Mrs Andrews and she will oversee any children who have additional needs. We have a Special Educational Needs (S.E.N.D) policy available at school.

Health, Safety and Wellbeing

We have a Health, Safety and Wellbeing policy which all staff and students are familiar with and we have designated people responsible for first aid in school. In EYFS there are First Aid boxes located in both the Nursery and Reception classroom.

Berkswich CE EYFS adheres to Section Three of the EYFS Statutory Framework – The Safeguarding and Welfare Requirements and this is taken into consideration in all areas of EYFS:

- Members of the Foundation Stage staff have had paediatric first aid training.
- Staff are qualified in Food Hygiene and hold certificates.
- Children are taught the safe and appropriate use of equipment and materials.
- The school will promote the good health of children in the EYFS, including the promotion of good oral health.
- Children are taught to be mindful when moving around the school and are aware of safety issues.
- Risk assessments are always undertaken before school activities take place and before we embark on school outings.
- Smoking is not permitted on the site.
- Daily EYFS risk assessments are carried out by EYFS staff in both the indoor and outdoor environment.

The Nursery and Reception teachers will 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 will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in both the Nursery and Reception classrooms. The headteacher will report 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 will also be notified.

Useful Links

To find out about admission to Reception, please [click here](#).

To take a closer look into everyday life in our Early Years, please [click here](#) to view our Nursery or Reception Class pages.

Review

This policy will be reviewed annually by governors, the headteacher and the Early Years Lead; this will occur sooner if legislation or ongoing monitoring results in the need for review.