



*Kirkstall St Stephen's
C of E Primary School*

*Early Years Foundation Stage
(EYFS) Policy
May 2024*

This school is committed to safeguarding and the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School
Early Years Foundation Stage (EYFS) Policy

KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are **children of God** – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the EYFS children at Kirkstall St Stephen's Primary School.

Intent

It is our intent that all of our children develop physically, verbally, emotionally, creatively, intellectually and spiritually. Embedding a love for learning that will keep them curious and interested in everyday life. We strive to provide a rich learning environment alongside high quality interactions to challenge every child so they can achieve their full potential.

Our curriculum is designed to follow the EYFS Statutory Framework Curriculum 2023 and is further guided by a document called 'Development Matters' that sets out the learning, development and assessment requirements for all children until the end of their reception year. We have high expectations for all children. This includes those children with high levels of SEND, whose curriculum is planned to meet their personal needs.

We also endeavour develop our children's cultural capital through broad exciting experiences which will enrich their education and provide opportunities they may otherwise get.

Teaching and learning

Objectives

The aims of our Foundation Stage are:

- To enable children to reach their full social, emotional, intellectual and physical potential, where possible attaining or exceeding the early learning goals by the end of Reception;
- To help the children develop a positive attitude towards learning, promoting each child's self esteem.
- To develop the children's spiritual, moral, social and cultural understanding within a Christian setting;
- To provide a curriculum, through well planned play and classroom activities, that supports fosters and promotes the children's
 - Communication and language
 - Physical development
 - Personal, social and emotional development.
 - Literacy
 - Mathematics
 - Understanding of the world and
 - Expressive arts and design
- To create a safe, secure and happy environment that offers rich, stimulating and challenging experiences for each child.
- To provide equal opportunities for all children;
- To ensure the early identification of children's individual needs;
- To ensure children receive intimate care where needed – please see the intimate care policy
- To work in partnership with parents.

Provision

We endeavour to ensure that children “learn and develop well and kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

In order to accommodate the individual’s particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion.

Positive Relationships

We recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and follows children’s interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 30 children.

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.” The prime areas are

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

The specific areas are

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

Activities and experiences are planned for children to learn and develop in all seven areas. Planning will take into account each child's individual needs, interests and stage of development. Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. Planning will be focused on the three prime areas which are the basis for successful learning in the other four specific areas. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion manager in order to access Special Educational Needs support.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. The children will be taught through planned, purposeful play with a mix of adult-led and child-initiated activities.

We support children in using the three characteristics of effective teaching and learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Parents as Partners

At Kirkstall St Stephen's C of E Primary School we pride ourselves on the relationships we have our families. We recognise that parents have an essential role to play in their child's education and encourage them to play an active part and work closely with ourselves. We do this through:

- talking to parents about their child during the new parents meeting held in the Summer term before their child begins school and at home visits carried out at the beginning of the school term.
- the children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- support children through the transition from pre-school to Reception with the children attending part time during the first two weeks. This is also to support staff and parents in getting to know each other as well as the children.
- inviting all parents to a new parents meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child.
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits;
- providing parents an opportunity to celebrate their child's learning and development by completing "golden" moments which inform planning and provision;
- written contact through home school diary;
- ensuring all parents know that their child's teacher and teaching assistant are their key workers.
- Working closely with the Learning Mentor to provide support to each family.

Assessment and monitoring

At Kirkstall St Stephen's we recognise that children develop in individual ways, at varying rates. We use ongoing formative assessment to record children's learning and we use this information to ensure that future planning reflects identified needs.

Each child will be assessed formally on entry using the government standardise baseline assessment. They will be assessed informally throughout the course of the year and on exit of the Early Years Foundation stage.

Short term assessments.

Small steps in the children's learning will be assessed on a daily basis. Much of these assessments will take place during the course of normal activities when adults will identify a child's progress towards the Early Learning Goals. Observations of the children's learning and achievements will be carried out by the class teacher and additional adults working within the EYFS. These observations will identify what a child is able to achieve and the next steps for their learning. In addition to this, sometimes specific activities will be set up in order to create opportunities for assessment.

Medium term assessments.

These may include writing assessments, phonics assessments and maths assessments. These are tasks given to the children to do to determine whether they need more support or further challenge in these areas and helps to inform future planning.

Long term assessments

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against the ELGs, and their readiness for Year 1. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The children's attainment against the ELGs will be reported to parents and the Local Authority.

Learning Journals

The Learning Journal will contain evidence of a child's achievements throughout the year. The Reception staff use Ipads and the 'Tapestry' programme to observe the children and print these out for the journals. The children also choose what they would like to go into their journal. The journals support the assessments above and identify significant achievements. Each piece of evidence will be dated and briefly annotated. The Learning Journals will be maintained by key workers.

Reporting

Progress towards the ELGs will be reported at parents' evenings and through the Annual Report to Parents. Parents are also invited to see the class teacher to discuss concerns as they arise and may also request to see the Headteacher.

Transition

From Pre-school/Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express.
- The children are invited to two separate visits to their reception class.
- The class teacher and learning mentor attends feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- During the Summer term, children at Kirkstall St Stephen's pre School (main feeder setting) will have small group visits into school where they get an opportunity to engage with the current reception children.
- Children requiring extra support will have additional visits regardless of their setting.

To ease transition into school in September the following procedures have been put into place:

- The first week all children will be in school together and will stay until lunch time and home visits will commence in the afternoons.
- For the second week of term the children will stay for lunch and be picked up at 12:45. Reception staff will stay with the children in the dinner hall to help the children access school dinners and show them where to go for playtime. Once the children have gone home staff will begin their home visits. This enables the staff to gain more information about the children's backgrounds and gives the parents the opportunity to ask any questions.
- For the third week of school the children will begin at 8:55 and finish at 3:30.

From Reception Class to Key Stage 1

- During the final Summer term, the children in Reception Class will visit Year 1 during story time. This will be carried out in small groups of 5 children.
- The Year 1 teacher will provide a transition morning for all Reception parents to visit the Year 1 classroom and work with their child on a variety of activities. The Year 1 teacher and any classroom support will be available to talk with parents about any concerns they may have.
- The Year 1 and Reception teachers will meet to discuss the completed EYFS profile for each child. The Year 1 teacher will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Safeguarding and Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. At Kirkstall St Stephen's we want children to enjoy learning and grow in confidence.

Welfare

It is important to us that all children in the school are '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 should be 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. (See Whole School Safeguarding Children Policy)

At Kirkstall St Stephen's School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good 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 (see whole school behaviour management policy).
- 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.
- provide snacks and school dinners that are healthy, balanced and nutritious.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Ensure all staff have recent child protection training and follow the schools policy, and procedures, to safeguard children.

Health and Safety

At Kirkstall St Stephen's Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an

annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2021, we ensure;

- A whole school medicines policy is in place ensuring that there are systems to safely administer medicines and the information about a child's needs for medication are kept up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. 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. "A written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012).
- All Teaching Assistants in the EYFS are paediatric first aid trained. A first aid box is accessible at all times and written records are kept of all accidents or injuries and first aid treatment. Parents/carers are informed of any accident or injury sustained by the child on that day (see accident and injury policy).
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy is in place.
- A safeguarding policy states 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.
- Fresh drinking water is available and accessible at all times.
- Children's dietary needs are recorded and acted upon when required. Before a child is admitted to school we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements.
- Each child is assigned a Key Worker to ensure that every child's learning and care is tailored to meet their individual needs. Parents are informed of their child's Key worker and pictures are displayed to remind them who the Key Workers are.
- All Reception class in maintained schools are subject to infant class size legislation. The School Standards and Framework Act 1998 (as amended by the Education Act 2002) this limits the size of infant classes to 30 pupils per school teacher. At Kirkstall St Stephen's we have a maximum class size of 30 children working with one teacher and two teaching assistants.

Equal Opportunities and inclusion of children

At Kirkstall St Stephen's Primary all children and their families are valued. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's interests and learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Inclusion/Special Educational Needs and disability (SEND)

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always

discussed with parents/carers at an early stage and the schools SENDCO is called upon for further information and advice.

EAL

For children whose home language is not English, we provide opportunities for children to develop and use their home language in play and learning. We celebrate the different languages that take place in our setting by answering the register in different languages, taking part in activities and celebrations from other cultures and learning from each other. The requirements of the EYFS state “when assessing communication, language and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.” If there is a cause for concern then the school works closely with the child, parents and SENDCO along with any other outside agencies to address any barriers to learning and enable the child to progress.

Roles

Role of the leader

The EYFS leader will:

- Use data effectively to make informed choices about the Early Years Foundation Stage curriculum
- Liaise with KS1 team to ensure curricular continuity and progression
- Liaise with external agencies whose work relates to Early Years Foundation Stage •
- Monitor the quality of teaching and learning, resourcing and administration
- Interact on a professional level with colleagues, establishing and maintaining good working relationships to promote development and effective delivery of the Early Years Foundation Stage curriculum and maximise children’s achievement
- Record and evaluate children’s progress in the Early Years Foundation Stage as well as monitoring individual children’s progress and planning for their future needs
- Provide parents/carers with information about Early Years Foundation Stage in order to maximise involvement in the classroom and the learning process
- Organise meetings and playing a key role in organising CPD for staff
- Assist in the development and implementation of school policies and management systems, including the School Improvement Plan

Role of the governors

The Governing Body will monitor the effectiveness of this policy. Staff and Governors will ensure the policy is adhered to and revised appropriate. The governing body, Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in-school training. The needs of the school, pupils and the interests of staff will also be taken into account when planning INSET.

**Appendix 1
RISK ASSESSMENTS
in Reception Class**

HAZARD	LIKELIHOOD OF RISK	CONTROL MEASURES	LIKELIHOOD OF RISK AFTER CONTROL MEASURES PUT IN PLACE	BY WHOM
Water area Slips Bacteria	high	Water changed on a daily basis	moderate	Indoor water: Teaching assistants

Cuts		Any spilt water to be moped/ wiped up Equipment checked. Both short (daily) and long term checks will be carried out on all toys and play equipment. Indoor water placed on a non slip mat.		during final playtime. Water tray cleaned once a week by KP Outdoor water: emptied on a daily basis before afternoon play. Water tray cleaned once a week by GH
Sand area Sand in the eyes slips	high	At the beginning of the year the children are shown how to play with the sand any incidents of sand being thrown delt with. Sand spilt on the floor swept away Both short (daily) and long term checks will be carried out on all toys and play equipment. Sand used in the sand tray will be inspected regularly for contamination. Sand outside will be covered at the end of the day.	moderate	SO EB LR
Painting area slips	moderate	Both short (daily) and long term checks will be carried out on all toys and play equipment. Paint/water spillages to be cleaned up immediately.	low	SO JA CS
Construction trips	moderate	Both short (daily) and long term checks will be carried out on all toys and play equipment. Construction items to be kept in the construction area. To be tidied away correctly.	low	SO EB LR

Play-doh Poisoning through chewing play items/toys.	moderate	Both short (daily) and long term checks will be carried out on all toys and play equipment. Children shown how to use play-doh appropriately. Play-doh will be inspected regularly for contamination.	low	SO EB LR
Writing area cuts	moderate	Both short (daily) and long term checks will be carried out on all toys and play equipment. Split pins, sharpeners, scissors and pencils stored away correctly. Children shown how to use the equipment appropriately.	low	SO LR EB
Maths area Choking caused by pupils swallowing small play items.	moderate	Both short (daily) and long term checks will be carried out on all toys and play equipment. Children shown how to use the equipment correctly.	low	SO LR EB
Home corner Choking caused by pupils swallowing small play items.	moderate	Both short (daily) and long term checks will be carried out on all toys and play equipment. Toys and equipment will be cleaned and disinfected on a regular basis. Children shown how to use the equipment correctly.	low	SO LR EB
Bikes/scooters Entrapment of certain body parts, slips, trips, and falls due to collision with other people, obstructions, mounting/dismounting from equipment.	moderate	Both short (daily) and long term checks will be carried out on all toys and play equipment. Children to use the equipment in the outdoor space provided.	moderate	SO LR EB

		Children shown how to use the equipment correctly.		
Modelling area Cuts	moderate	Children shown how to handle scissors correctly. Scissors placed in the correct holder when not in use. Split pins to be stored correctly	low	SO LR EB
General classroom Plug sockets Slips, trips, falls due to items falling on the floor. Trapped fingers	moderate	All sockets to have socket protectors in Children to pick things up off the floor Children not to open cupboard doors. All TA's paediatric first aid trained. Equipment should be free from splinters, free from toxic surface treatment and of smooth construction to minimise risk of collision with hard sharp corners. All electrical items checked by a specialist company. Doors into the classroom have trapped finger covers attached to stop the children trapping their fingers.	low	SO LR EB