

Longstone CE (VA)
Primary School



Early Years Policy

Version: 1.3
Date: March 2019

Summary

This document explains the school's policy on The Early Years Foundation Stage.

At Longstone School we strive to create a happy, safe and creative school in which everybody can grow, learning new things together. We know that everyone is important whatever their background and whatever their aspirations. Belonging to a safe and nurturing community, founded on strong Christian values, children will thrive and develop into well-rounded individuals who are equipped to meet the challenges of our modern world with confidence. These values are embedded in all of our policies and practice.

Document control

Owner

The owner of this document is the Head Teacher. All requests for change should be directed to them.

Any printed copies of this document are for reference only; the definitive version is the computer file held on the school office administrator's computer.

Revision history

Version	Date	Changes	Author(s)
1	Dec 2015	Initial policy	S Bell
1.1	Feb 2017	No changes	S. Bell
1.2	Feb 2018	<ul style="list-style-type: none">• Document Control section: Maximum review period from 12 months to 4 years.• Section 6: Home Learning Journey Books to Online Learning Journal.• Section 8: E-safety to online safety.• Section 5 – addition of reference to Ofsted' Inspecting safeguarding in early years doc.	J. Mizon
1.3	Mar 2019	<ul style="list-style-type: none">• Changed term 'Learning Journal' to Learning Journey/Journal' as these terms are used interchangeably	Reviewed by S. Bell

Approval

Version	Date	Approver(s)	Minute number
1	3/2/16	Strategic & Standards Committee	5.1
1.1	1/3/17	Strategic & Standards Committee	6.2
1.2	14/2/18	Strategic & Standards Committee	8.1
1.3	12/3/19	Strategic & Standards Committee	6.2

Review period

The maximum period between reviews of this document is: every 12 months

Version	Next revision due
1.3	March 2020

Statement of Policy

1. Introduction & Aims

The early years foundation stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS aims to provide:

- Quality and consistency in all early years settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children.”

(Department for Education, 2012)

2. Responsibilities

- The Governing Body has overall responsibility for the implementation of the Early Years Policy.
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the schools complaints policy.
- The Head Teacher will be responsible for the day-to-day implementation and management of the Early Years Policy.
- Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

3. Principles of the Early Years Foundation Stage

3.1 A unique child:

- Every child is a unique, competent learner.
- Children develop in individual ways and at varying rates.
- Children’s attitudes are fluid and can be influenced by others.

3.2 Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

3.3 Enabling environments:

- The learning and play environments are vital for supporting and extending a child’s development.
- In the classroom and outdoor environment, we observe and assess the children’s development and interests.

- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

3.4 Learning and development:

- The School is organised in a way that encourages children to explore and learn safely.
- There are areas for activities and play, and others for quiet time.
- The setting is designed to enable children to learn and play independently.

4. Welfare

Safety and security is a high priority at our school and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 are as follows:

- *To promote the safety and welfare of the children in our care.*
- *To promote good health and prevent the spread of infection by taking appropriate action when children are ill.*
- *To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.*
- *To ensure that adults who have access to children, or who look after children are suitably vetted and trained.*
- *To ensure that the setting is fit for purpose and that furniture and equipment is safe.*
- *To maintain records, policies and procedures required for safe and efficient management of the setting.'*

5. Safeguarding

Safety is paramount and the school's Child Protection & Safeguarding Policy is followed to ensure the children in our care are protected.

We also follow the guidance in the Ofsted publication, "Inspecting safeguarding in early years".

6. The parent / teacher partnership

The Early Years Foundation Setting functions more effectively with the full support of parents and carers. We recognise that as a parent, you are the child's primary educator and we recognise this important role through regular engagement including:

- Information evenings before entry to school.
- Asking parents/carers to complete admissions forms, a medical form and to write a synopsis about their child to help us to understand their character and personality.
- Asking parents/carers to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Twice annual formal parent's evenings.
- Enabling parents to come and speak with teachers, should they have any concerns at any point throughout the year.

- Communication through the Online 'Learning Journey/Journal'.
- Events and activities throughout the year which bring together children, parents and the school organised by the school and FOLS.

7. Learning and development

All pupils are baselined on entry and assessed continually throughout their time in Early Years.

The "prime" areas of learning and development are:

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

The "specific" areas of learning and development are:

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

Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child's lead.

Play is important to learning and development and we therefore do not make a distinction between work and play.

Assessment is conducted through observation and a detailed assessment schedule can be found in our Assessment Policy.

We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:

- Playing and exploring.
- Active learning.
- Creative and critical thinking.

8. Health and safety

The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.
- Snacks are available during the morning session.
- A first aider is accessible at all times.
- Accidents and injuries are recorded in an accident book.
- A fire and emergency evacuation procedure and policy are in place.
- An Online Safety Policy is in place which safeguards the use of your child's image and the safe storage of this.

9. The learning environment and outdoor spaces

- The classroom is organised in such a way that children can explore and learn in a safe environment.
- Equipment and resources are accessible and can be located and used independently by children.
- The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- Activities are planned throughout the learning environment to help the children develop in all areas of learning.

10. Transition periods

The following process is in place to ensure children's successful transition to reception class.

- Story sessions at feeder pre-schools and nurseries.
- Communication with practitioners from feeder and pre-school settings.
- Communication with parents/carers prior to admission.
- Taster session(s) in the Early Years classroom.
- Lunchtime 'stay and play' arrangements.
- New starter meetings for parents.

11. Monitoring & Review

This policy will be reviewed annually by the Early Years Leader and Governing Board.

Head Teacher

Chair of Committee

Chair of Governors

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