



Scargill Church of England Primary School

Early Years Policy

Written: February 2022

Review date: February 2023

Statement of intent

At Scargill CE Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

"The EYFS unit at Scargill school aims to provide a provision of high quality teaching and learning within a stimulating, safe environment providing care and nurture to all pupils. All children are treated as individuals so that their own needs are met regardless of their background or starting point. The strong Christian ethos supports children well so that they leave the unit: self-motivated, independent, happy and energised, they will be creative, confident, secure and ready to continue their journey into becoming lifelong learners, to have the ability to form good relationships and be prepared for life."

The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 sets the standards that all early years' providers must meet and 'have regard to', to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

LEGISLATION

The Statutory Framework for the Early Years Foundation Stage (2021) sets the standards for learning, development and care for children from birth to 31st August following their fifth birthday under the Childcare Act 2006. Development Matters is the non-statutory curriculum guidance that can be used from September 2021.

This policy had due regard to statutory guidance including, but not limited to the following:

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education'

This policy is intended to be used in conjunction with the following school policies:

- Behaviour Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

Roles and responsibilities

- The governing board has the overall responsibility for 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.
- The governing board has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- The governing board has the overall responsibility for the implementation of this policy.
- The governing board has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing board has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The EYFS lead, in conjunction with the Executive Head and Head of School, has responsibility for the day-to-day implementation and management of this policy.
- Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

OVERARCHING PRINCIPLES

EYFS at Scargill is based upon seven key features of effective practice:

1. The best for every child
2. High Quality Care
3. The Curriculum: what we want the children to learn
4. Pedagogy: helping children to learn
5. Assessment: Checking what children have learnt
6. Self Regulation and executive function
7. Partnership with parents

Learning and Development

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
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. 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.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Scargill will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As a child grows older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help them prepare for more formal learning, ready for Year 1.

Scargill recognises that children learn and develop in different ways and at different rates and these are reflected in practice. We value all areas of learning and development equally and understand that they are inter-connected.

The three main characteristics of effective teaching and learning that are used 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 teaching and learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual 'Learning Journeys'.

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. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Features of effective teaching and learning that relate and apply to the EYFS setting at Scargill are:

- the partnership between teachers and parents and/or carers, so that our children feel secure at School and develop a sense of well-being and achievement;
 - the understanding that teachers have, of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication in a language rich environment;
- the carefully planned educational programme that helps children work towards the Early Learning Goals throughout EYFS;
 - the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
 - the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
 - the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment and continuous provision that encourages the children to learn in the absence of an adult; and
 - the identification of the progress and future learning needs of children through observations, which are shared with parents and/or carers.

INCLUSION

We value the diversity of individuals within our Schools and do not discriminate against children because of 'differences'. All children at Scargill are treated fairly, regardless of ethnicity, religion or cultural background. All children and their families

are valued within our Schools. At Scargill we believe that every child matters. We give our children every opportunity to achieve their best. The EYFS teacher/lead and/or SENDCO will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability 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 a child is found to not have a strong grasp on English, the EYFS teacher/lead or SENDCO will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

The learning environment and outdoor spaces

The classroom is organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are seven toilet facilities available to the EYFS, and there are hygienic changing facilities located near the Reception class containing a supply of spare clothes.

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.

Photography policies and procedures are addressed in full in our Photography Policy.

Use of mobile phones by staff members:

Staff members must not use personal mobile phones or cameras when children are present other than to check calendar dates.

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 may use their professional judgement in emergency situations.

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.

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 during school events for their own use and must not be shared on social media or the internet.

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.

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.

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.

Health and safety

A first-aid box is located in the EYFS Area.

Only medicine prescribed to a child by a doctor or dentist will be administered.

The school's Administering Medication Policy outlines the procedures for administering medicines.

The EYFS lead/teacher 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 the by the first aid box or in the school office.

The head of school 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.

The school has a Fire Evacuation Plan in place.

The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Staffing

A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

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 will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

The EYFS lead holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

There will be at least one member of staff on the school premises who has a current paediatric first-aid (PFA) certificate. With exception of going on school trips as the first aid will be on the trip.

Any member of staff who has sole responsibility for looking after a group of children will also hold an Emergency First Aid (EFA) certificate.

All newly qualified staff with a level 2 or 3 qualification will be EFA trained.

The school will organise PFA and EFA training to be renewed every three years.

The list of staff who hold PFA certificates can be found in the school office.

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'.

Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

Information and records

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

Monitoring and review

This policy is reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is February 2023