

 <p>Cotmanhay Infant and Nursery School</p>	EYFS Policy		
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We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Cotmanhay Infant and Nursery School



Early Years Foundation Stage Policy

Statement of intent

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

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a 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.

Introduction

Early Years education is distinct and important in its own right and also in the preparation for later schooling. Young children need a safe and secure environment where they can play, explore, experiment, develop confidence, be curious and learn. We believe it is our duty to develop a joy of learning by being motivated and excited by the opportunity to learn. We encourage our children to become curious, confident learners and caring members of our community. The Early Years Foundation Stage applies to children from birth to five years. In our school, children can join us from the age of two in our Cubs Nursery or at the age of three in our Bears Nursery or in our Reception classes. (Compulsory schooling begins at the start of the term after a child's fifth birthday).

Legal framework

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

- (DFE (2018) Equality Act 2010 Advice for Schools
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- All relevant and up to date safeguarding policies.
- DfE (2024) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Early years foundation stage profile: 2023 handbook'
- DfE (2023) 'Development Matters'
- Early Education (2021) 'Birth to 5 Matters'

This policy operates in conjunction with all other relevant school policies:

- Early Years Assessment Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Equality, Equity, Diversity and inclusion Policy
- Complaints procedure Policy
- Nursery Admissions Policy

Roles and responsibilities

The governing board is responsible 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.
- Ensuring the school has clarity of vision, ethos and strategic direction.
- Ensuring that there are appropriate policies and procedures in place to deliver the [Early Years Statutory Framework](#)
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff 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 EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

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

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- 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 the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

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.

- The learning and teaching in the EYFS at our school takes place against the framework of the [Early Years Statutory Framework](#) and the 'British Values' which are embedded in all areas of our curriculum and school ethos.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

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:

The 'prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding

- Speaking
- Physical development:
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing
- Mathematics:
 - Numbers
 - Numerical patterns
- Understanding the world:
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1, is set out in the school's skills, vocabulary and curriculum progression plans found on the school website.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. (See the EYFS Assessment Policy for further details).

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 but this process does not take adults away from the children for prolonged periods of time, they will use this information to inform practice and provision for each child. Staff complete a baseline on all new children who start our school in the EYFS following the above guidance.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year in line with the DFE guidance.
- 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.

Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.

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.

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

The SENDCO will discuss any cause for concern in a child's progress with teachers who in turn discuss these concerns with the child's parents, especially where this 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, staff will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Assessment procedures are set out in full in the EYFS Assessment Policy.

The children's progress and attainment is regularly monitored to quickly identify any individual children or groups of pupils who are not making sufficient progress to ensure they receive extra support through targeted intervention work. A summary of a child's progress and attainment is recorded three times a year (and a baseline attainment is also recorded shortly after a child starts our setting) on track. This is based on the practitioners view of whether a child is on track or not using the government guidance, Developmental Matters and Birth to Five Matters document to support their judgement.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

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 the school's SENCO.

The rigorous assessment and monitoring procedures the school has in place enables staff to quickly identify any pupils with special educational needs. Initial concerns are discussed with the parents, the SENDCO and if necessary, advice is sought from other agencies. We give all children the opportunity to achieve and make the best possible progress through ensuring activities are differentiated to meet the individual needs of every child. (See the schools SEND Policy).

All relevant children in Reception complete an individual assessment using the Speech Link programme. A program of support is then put in place for small groups of children to work on different speech and language targets.

The learning environment and outdoor spaces

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

Children have access to an enclosed outdoor environment, regular access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are the appropriate number of toilet facilities available to the EYFS, and there are hygienic changing facilities located near the toilets in the Infant School and within our Cubs and Bears Nursery containing a supply of towels and spare clothes. Nappy changing facilities are also available.

Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. 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's are responsible for safeguarding children and liaising with local children's services as appropriate. There is always a DSL on site who will undertake the duties of the DSL. The DSL's will undertake child protection training as required.

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.

Computing/ICT

Children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the school will have due regard for the '[Education for a Connected World](#)' framework when shaping what children are taught.

The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.

- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's [Early Years Statutory Framework](#) ', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives children access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children to access a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

The Online Safety and Computing Policy will be adhered to at all times.

Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

Any food or drink provided to children is healthy, balanced and nutritious.

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.

The school has a Fire Safety Policy in place.

Sleeping children must be frequently checked to ensure that they are safe. Being safe includes ensuring that bedding are in good condition and suited to the age of the child, and that sleep safely procedures are followed in line with the latest government safety guidance: Sudden infant death syndrome (SIDS) - NHS (www.nhs.uk). Practitioners may also find it helpful to read NHS advice on safety of sleeping children: Reduce the risk of sudden infant death syndrome (SIDS) - NHS (www.nhs.uk).

Staffing

A robust Safer 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 and the Well Being Lead and DSL. 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 2-3 year Cubs Nursery is jointly managed between the EYFS Leader and the Bears Nursery teacher and consists of four teaching assistants. The ratio is one adult to four children. There is a named manager and a deputy manager who fulfil the managers role in her absence.

The 3-4 Year Bears Nursery consists of one teacher and four teaching assistants. The ratio is one adult to thirteen children but as numbers fluctuate and change throughout the year, staff change accordingly. During the beginning of the Autumn and Spring terms a nursery assistant is used to support specific pupils with SEN, toilet issues and emotional support for the new children leaving their parents for the first time.

The Reception classes have a teacher and teaching assistant in each class. (Numbers do not exceed 30).

(See Performance Management and Professional Development policy for further guidance)

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

All staff member hold at least a full and relevant level 3 qualification.

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the relevant first aid policy.

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.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The teachers and nursery manager will inform parents of whom their child's key person is if asked by parents and will explain the role of the key person when their child begins attending the school.

Information and records

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

The following information is made available to parents on the school website:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person on parents request.

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to discuss their child's progress three times a year at parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Rooms will be utilised for confidential discussions between staff and parents when needed.

Parents are asked to complete admission forms, a medical form and to complete an 'All About You' booklet in nursery and for relevant children in reception.

We seek to develop a positive, trusting and effective partnership through:

- Showing respect and understanding of parents
- Encouraging parents to play an active role in their child's education – inviting them to email, text, phone and share observations through the class DO JO messenger.
- Providing opportunities for collaboration between parents, early years' staff and children – developing trust and understanding
- Encouraging parents to contribute to their child's Learning Journey and Profile by filling out questionnaires and reviews and posting observations on DoJo.
- Giving information about the curriculum, targets and events through meetings, letters and discussions - parents are encouraged to talk to staff about any concerns they may have about their children and are invited to write in the 'All about You' booklet.

Induction and Transition periods

Our aim is to try and ensure all children start Nursery, Reception and transfer into Year One as smoothly and happily as possible. In order for this to happen we provide the following induction procedure:

- Parents are invited to watch the induction meeting power points and videos on our school website. Reception parents attend an induction meeting.
- Parents in Nursery and some Reception parents are invited to a 'Stay and Play' session. Parents use this time to get to know staff and share all the important information about their child's needs.
- All relevant links to our school website are sent to parents on Class DoJo before they start Cubs, Bears or Reception.
- Parents receive a link or paper copy of a booklet which explains all about the provision in Cubs, Bears and Reception before they start.
- A term before children start Reception a programme of visits to school is organised. The children meet their new teacher and teaching assistant. (Nursery and Reception staff liaise and pass on relevant information, assessments and discuss children's needs).
- During the summer term, Reception parents are sent a presentation to view with videos of their child's new class and teachers.

- At the end of the Reception year children have the opportunity to visit their new Year One class on a number of occasions (Reception teachers meet with Year One staff to pass on all relevant information and assessments).

Multi- Agency liaison

Cotmanhay People's Centre is situated directly across the road from our school and next to our Cubs Nursery. We recognise that close liaison with key partners (People's Centre Managers, Health Visitors, Family Support workers and Social Services) is vital to our ability to meet the needs of our children and parents. In order for this to happen we try to do the following:

- The EYFS Leader and Nursery staff liaise with the Health Service and the People's Centre to discuss any issues or concerns about pupils in the Early Years Foundation Stage or families who are due to start both our nurseries within the next term. Notes are made on the children's needs and are shared with the SLT and the nursery team.
- All People's Centre information is shared and promoted on our school website.

Management responsibilities:

The governing board is responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Statutory framework for the early years foundation stage](#)' in line with statutory requirements.

The headteacher is responsible for:

- Upholding 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 Leader is responsible for completing reports on the progress and achievement of the pupils in the EYFS at the Curriculum Governors Committee meetings.

Governors are encouraged to monitor and evaluate the EYFS practise with the EYFS Leader.

EYFS Leader will:

- Lead the development of the EYFS;

- Provide guidance and support to all staff;
- Keep up to date with new developments and resources and share with all relevant staff;
- Review and monitor teaching and learning in EYFS;
- Report to the Senior Leadership Team on the success and development of the EYFS.

Monitoring and review

This policy is reviewed annually by the EYFS Leader –S.Foster, governors and the Headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

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.