



Cherry Tree Hill Primary School

# **EARLY YEARS AND FOUNDATION STAGE (EYFS) POLICY**

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General Data protection Regulation

**Date of Policy to Governors: 09 January 2023**

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**Renewal Cycle: Bi-annually (Spring Term 2025)**

## **SAFEGUARDING STATEMENT**

At Cherry Tree Hill Primary School, we are committed to ensuring the safety and well-being of all our pupils. We believe that every child has the right to learn and thrive in a safe and secure environment. Our school policies and procedures are designed to promote the welfare of our pupils and protect them from harm.

We follow the statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2023, as well as any other relevant legislation and local safeguarding arrangements. Our staff receive regular training on safeguarding practises and are aware of their responsibilities in identifying and reporting any concerns.

Our school has designated safeguarding leads who are responsible for coordinating safeguarding efforts, providing support and advice to staff, and liaising with external agencies when necessary. They are the first point of contact for any safeguarding concerns.

We have robust procedures in place for handling safeguarding concerns or allegations made about staff, including supply teachers, volunteers, and contractors. All allegations are taken seriously and thoroughly investigated in accordance with our safeguarding policies and procedures.

We promote a culture of openness and encourage pupils and parents to speak up if they have any concerns about their safety or the well-being of others. We have clear reporting systems in place to ensure that all concerns are addressed promptly and appropriately.

Our safeguarding policies and procedures are regularly reviewed and updated to reflect changes in legislation and emerging safeguarding issues. They are easily accessible to all staff, pupils, parents, and carers, and are available on our school website.

We work under the guidance of Derby and Derbyshire Safeguarding Children Partnership and liaise closely with a range of specialist and locality services to ensure the best and safest outcomes for our families.

We work in partnership with parents, carers, and external agencies to create a safe and supportive learning environment for all our pupils. Together, we strive to protect our pupils and families from harm and provide them with the best possible opportunities to succeed.

If you have any safeguarding concerns or questions, please do not hesitate to contact our designated safeguarding leads or any member of our staff. Together, we can ensure the well-being and safety of all our pupils.

# Cherry Tree Hill Primary School Early Years and Foundation Stage Policy

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## **1. Statement of Intent**

At Cherry Tree Hill Primary School, we strive to provide a secure foundation for future learning and development in our Early Years Foundation Stage (EYFS).

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 pupils develop the attitudes and knowledge that they need to thrive. Communication and language are at the heart of the curriculum, where pupils, especially those who are from disadvantaged backgrounds can build on new vocabulary learnt and embed them in carefully planned provocations. 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 of key skills and knowledge through opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Strong working partnerships between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

## **2. Roles and Responsibilities**

The governing board will be responsible for:

- Monitoring the implementation of this policy, as well as policies that coincide such as Safeguarding and Health and Safety.
- 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, will have responsibility for the day-to-day implementation and management of this policy.

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

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

### **3. Aims of the Early Years Foundation Stage**

In the EYFS setting at Cherry Tree Hill Primary School we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

Through the implementation of this policy, we will 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 will 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 will:

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

### **4. Learning and Development**

The EYFS provision and practice at Cherry Tree Hill Primary School is based on an observation of children's needs, interests and stages of development. Learning and

development in school is 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

When implementing the educational programmes, we 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.

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from

the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

At Cherry Tree Hill Primary School, we ensure there is a balance of child initiated and adult led activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to Year 1.

At Cherry Tree Hill Primary School, we recognise that young children learn best through being active. This means we encourage children to be actively involved, both cognitively and physically in their learning. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play, incorporating plenty of opportunities within our continuous and enhanced provision.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting at Cherry Tree Hill Primary School, practitioners provide learning opportunities both inside and outside. These opportunities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Resources within the continuous provision are set up to provide children with opportunities to apply newly acquired knowledge, demonstrate their skills and level of understanding and to learn new skills.

In providing these active learning opportunities through play, we understand the central position of play within the EYFS framework. This is essentially a play-based curriculum and pedagogy, as the provision of play opportunities underpins its delivery within our Foundation setting.

Our Foundation Stage settings have been arranged to ensure all areas of the curriculum are covered in both the continuous and enhanced provision inside and out. This enables children to access learning in both small and large scale activities, depending on their interests and stage of development; thus helping to ensure individuals can develop in an environment that caters for their individual learning style.

Children are encouraged to become independent learners and select the resources they need or want for their chosen activities with confidence, while being given plenty of support to extend their learning and understanding.

## **5. Assessment and Record Keeping**

Assessment plays an important role in helping practitioners 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 with the use of Tapestry and annual reports. Continued dialogue with parents is prioritised on the doors at the beginning and end of the school day to discuss children's achievements and next steps.

Ongoing formative assessments will be 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.

The Reception children will undertake a Reception Baseline Assessment which is a short assessment that is taken within the first six weeks of a child starting Reception year. At the beginning of Nursery and Reception, a school assessment is carried out during the children's first six weeks upon entering the setting. Judgments are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

At the end of the EYFS, a comprehensive assessment is completed called the Early Year Profile. This provides 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.

At Cherry Tree Hill Primary School, we 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.

## **6. Staffing**

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

The school will provide 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.

The school will adopt the following staffing ratios:

### For children aged three and over:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there will be one member of staff for every 13 children, and at least one other member of staff will hold a full and relevant level 3 qualification.
- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly

with the children, there will be one member of staff for every 8 children, and at least one other member of staff will hold a full and relevant level 3 qualification.

For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher.

## **7. Parents as Partners**

At Cherry Tree Hill Primary School, we recognise the importance of establishing positive relationships with our parents. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Through questionnaires and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes).

This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests. Parents are kept informed of what is happening in the setting through regular letters, sharing incidental observations through regular Tapestry emails and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. Whole school newsletters are sent home and are also available on the school's website.

Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and developmental progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents include invitations into the setting to work alongside their children, end of year reports and topic assemblies where children can share what they have been learning. Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support children's learning.

Our setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have as they arise.

## **8. Admissions and Induction**

Cherry Tree Hill Primary School provides:

### **Nursery**

- 15-hour childcare consisting of either five morning or afternoon sessions or two and a half days for the children

- 30-hour childcare consisting of five days between 8.45am and 3.30pm.

## **Reception**

Full-time Early Years education for children in the Reception Year between 8.45am and 3.30pm.

Before Nursery children start in the setting, home visits are also undertaken within the Summer term, for practitioners to meet parents and other educational providers in order to introduce themselves to the child and parents. Before Reception children start in the setting, Cherry Tree Hill primary school offer a series of visits during the summer term. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment. The aim of these visits is to support practitioners in developing their knowledge and understanding of each child in order to make the transition period to Cherry Tree Hill Primary School as smooth as possible.

In the summer term, parents are invited into school to meet the setting practitioners. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chats and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations. Induction packs will also be given out to parents as another way to support practitioners' knowledge and understanding of each individual child.

Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school. See Admissions Policy for more information.

## **9. Equal Opportunities**

All practitioners at Cherry Tree Hill Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, birth month, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Cherry Tree Hill Primary School. See Equal Opportunities Policy for more information.

## **10. Special Educational Needs and Disability**

See the Special Educational Needs and Disability Policy