



Risby CEVC Primary School

EYFS Policy

Prepared by:	Louise Filby EYFS & KS1 Coordinator
Approved by:	Suzy Stennett Chair of Governors
Signature of Chair of Governors:	
Date approved:	October 2024
Review date:	October 2025

Statement of Intent

“No job is more important than working with children in the early years” (Development Matters 2021)

Children learn and develop more from birth to five years old more than at any other time in their lives. Every child can make progress, if they are given the right support.

At Risby, we greatly value the importance of the 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.

Aims

At Risby CEVC Primary school we strive to provide:

The best for every child- ALL children deserve the chance of success. High quality education and care is inclusive. Children’s needs are identified quickly. All children promptly receive any extra help that they need so that they can progress well in their learning.

High Quality Care- the child’s experience is always central to the thinking of every practitioner

A secure foundation- Through an ambitious, sequenced curriculum planned around the needs and interests of each individual child. This is assessed and reviewed regularly.

Partnership working- It is important to us to develop strong and respectful partnerships with parents and carers. This sets the scene for children to thrive in the early years.

Confident, motivated and resilient learners- children are confident to investigate and experience new things, they have their own wonderful ideas and want to learn more, and children concentrate and keep on trying if they encounter difficulties.

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.

Legislation

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy also operates in conjunction with other school policies, including but not limited to, the following:

- Child Protection & Safeguarding Policy 2024
- Health and Safety Policy 2024
- First Aid Policy 2023
- Intimate Care Policy 2023
- Medical Policy 2023
- Behaviour Policy 2024

Roles and responsibilities

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.

The governing board will be 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 and Images Policy.
- 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.
- 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.

Teaching and Learning in the Early Years

Whole School Curriculum

At Risby CEVC Primary School our curriculum reflects our desire to enable 'life in all its fullness' (John 10:10) through providing an education in all its fullness. We support all of our children to become lifelong learners and we do this, not by teaching to the tests, but by providing children with an innovative and creative curriculum that builds a real love of learning within a global context. Each class is assigned a destination and children start their learning journey as Explorers in Reception. *(They then travel through Africa (Year 1); Oceania (Year 2); Asia (Year 3); Europe (Year 4) and The Americas (Year 5), returning home to The United Kingdom in Year 6.)*

In addition to daily phonics and mathematics lessons - our **Journey Around the World** provides opportunities for the children to look beyond themselves and think globally about life. We timetable weekly PSHE and Philosophy lessons. Our half-termly **One World** lessons introduce diversity through a series of carefully selected texts and RE is taught through a half-termly, whole school RE Day. Computing is taught right from Reception. Our whole school curriculum is:

- Is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life;
- Is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning;
- Is broad, rich and balanced: Full;
- Enables children to 'live life in all its fullness' (John 10:10)

Teaching in the EYFS at Risby is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (*last updated 2021*)

Areas of Learning and Development in EYFS

In partnership with parents, the school will promote the learning and development of children to ensure they are ready for the next stage of education.

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

These three prime areas are particularly crucial for building children’s capacity to learn, to form relationships and to thrive.

We also support children in four specific areas through which the three prime areas are strengthened and applied. 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

Characteristics of Effective Learning

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.

Emotional well-being and involvement

Emotional well-being is particularly important for children. If children feel confident in their surroundings they are more likely to learn productively and develop in a healthy way. Promoting an environment where children feel happy, safe, and supported is key to this. Happy, emotionally healthy, confident children tend to learn better, and develop more quickly because they are given the emotional support to do so.

At Risby we use the **‘Leuven Scales for Emotional Well-Being and Involvement’** to consciously identify how best to support an individual child.

Approach to Teaching and Learning

The EYFS provision will follow our ‘Journey around the World’ curriculum but planning is flexible to allow practitioners to observe and provide for children’s needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. At Risby, the children are at the centre of all that we do, and therefore this decision about pedagogy made based upon the needs and developmental stages of the children in our care. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

Learning environment and outdoor spaces

We aim to provide stimulating learning environments both indoors and outdoors. Children have daily access to both environments unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. These environments give children opportunities to be active and physical or quiet and reflective. Children are supported and encouraged to select their learning environment wisely based upon the type of learning they wish to engage in.

There are two toilet facilities available to the EYFS, with space to wash and dry hands. There is a shelf containing spare clothes and hygiene products for use in the event of toilet accidents. Please see the ‘Intimate Care Policy’ for further information on

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.

Parents will be kept up-to-date with their child’s progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

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.

Summative assessment within the Reception year:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- 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.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will 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. Teachers will not be required to record or document evidence to prove children’s level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children. At Risby, we use a ‘Whole Class Learning Journey’ which works in a similar way to a ‘Floor Book’. A Floor book can be used as a document, which records children’s ideas and thoughts when they have been part of the planning process and to document learning experiences. The Floor book is a way of documenting the consultation process that takes place between adults and children as the learning develops.

The school will report EYFS Profile results to the LA when requested to do so. 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 EYFS lead will discuss any cause for concern in a child’s progress with the child’s parents, especially where this concern relates to the prime areas of learning. The EYFS Lead will use the ‘SEND flowchart’ to map out the next steps.

The school will take 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, the EYFS lead 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 will be set out in the school’s ‘Assessment Policy’

Inclusion

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

The Special Educational Needs and Disabilities (SEND) Policy will ensure 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 EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

Safeguarding and Welfare

All necessary steps will be 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 will be required to read this policy as part of their induction training.

The DSL is Soo Miller. The deputy DSL is Adele Jones.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL 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.

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.

Devices including mobile phones, photography and usage are addressed in the School's separate policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored (in the Classroom cupboard out of reach of children in 'Personal Items' baskets) and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will 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.

Staff may use their professional judgement in emergency situations.

Computing Lessons and ICT

COMPUTING/ ICT lessons will be used to give 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 COMPUTING/ 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 COMPUTING/ ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

While there is no set educational programme for early years computing or COMPUTING/ ICT, children should learn about technology as part of achieving the early learning goals (ELGs).

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered, including COMPUTING/ ICT, will work towards the early learning goals (ELGs). This will include:

- **Communication and language:** COMPUTING/ 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:** COMPUTING/ 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.

Teachers will not use formative assessments for COMPUTING/ ICT , but will use summative assessments to help track children's progress. Resources will be shared fairly between children and, where needed, tasks and equipment will be adjusted to suit children's needs and abilities.

The EYFS lead will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching COMPUTING/ ICT.

The Computing/ COMPUTING/ ICT technician will be responsible for:

- Staying aware of new COMPUTING/ ICT developments and communicating these to staff, including through bespoke training where necessary.
- Attending appropriate in-service training, including safeguarding training.
- Maintaining the upkeep and use of COMPUTING/ ICT resources.
- Working with the EYFS lead to establish an annual budget to secure the procurement of the required COMPUTING/ ICT software and hardware.
- Keeping appropriate records of COMPUTING/ ICT expenditure to review costs and make suggestions for the future.
- Securing and maintaining COMPUTING/ ICT resources.
- Ensuring COMPUTING/ ICT resources are up-to-date, fit for purpose and safe for children to use.
- Advising staff on the correct and safe use of digital technologies.

Staff delivering the COMPUTING/ ICT curriculum will be responsible for:

- Encouraging children to apply their knowledge, skills and understanding of COMPUTING/ ICT in other areas of learning.
- Tailoring lesson delivery according to children's age and respective abilities.
- Working with the COMPUTING/ ICT technician to put reasonable adjustments in place to ensure all children can make use of the school's COMPUTING/ ICT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the EYFS lead informed about how the aims of the setting's COMPUTING/ ICT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The Online Safety Policy will be always adhered to. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

Health and Safety

Please see the school's 'Health and Safety Policy' for more detailed information on policy and procedure.

Staffing

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

Upon employment, all EYFS staff will 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.

The EYFS lead will hold 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 will hold a full and relevant level 2 qualification.

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.

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 school office.

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'.

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.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about regular/ day-to-day staffing arrangements.

Information and Records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy. Please see separate policy for more details on policy and procedure.

Parental Involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. To nurture this relationship we will:

- Invite parents to two consultations over the course of the school year
- Have an 'Open- Door' policy and be available for a 'quick chat' on the door at the beginning and end of the school day. Alternatively, we will ensure that parents are aware that they can book an appointment via the school office to see the Class Teacher.

- Invite parents to connect via 'Class Dojo' to access photos and videos uploaded on Class Story, School Story and their child's 'Portfolio'. Parents are actively encouraged to participate in building their child's portfolio on Class Dojo by uploading pictures and videos of home experiences.
- Invite parents to 3 'Join Our Journey' sessions over the course of the school year and take part in some off-site visits.
- Encourage parents to look at our 'Whole Class Learning Journey' during Parent Consultations and give feedback on their child's learning experiences via the 'Parent Pages'.
- Provide parents with a 'Peek at the Week' document. This will be uploaded on Class Dojo prior to the start of the week, and includes information on what we are learning in the classroom and how parents can support at home.
- Parents will receive a copy of their child's school report in the second half of the Summer Term.
- Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.
- Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Transition Periods

Transition arrangements for children starting Risby Primary School in Reception (September Intake)

In order to provide a seamless transition from home to school, or nursery setting to school we will:

- Arrange Open days for parents and children to attend in the autumn and spring terms prior to application process.
- Accommodate any parents who request a tour of the school (with the HT) outside of the open day times
- Hold an 'information evening' for the parents of children starting Risby in September. Parents will receive welcome packs and will have the opportunity to talk to staff and ask any questions.
- Run three separate 'Stay and Play' sessions in the summer term prior to a September start. (Class split in three- oldest third, middle third and youngest third). Splitting the sessions eases children in gently and allows the team more time to talk to each child and their families.
- Hold a 'Move up Morning'. This will coincide with the date of the school's move up morning.
- Attend nursery visits. Parents and nurseries may request that the Class Teacher visit a child's existing setting, if they feel that the child would benefit or there is more information to pass over. (HT and EYFS/KS1 Coordinator to arrange time out for this to happen)
- Provide each child with a 'Transition Booklet' to look at with their family over the summer

Transition from Reception to Year 1

In order to provide a seamless transition from learning in EYFS to KS1, we (Early Years/ KS1 Coordinator and Year 1 Teacher) will:

- Ensure that children have opportunities to say hello to Year 1 staff at break times so that they quickly become familiar faces. This happens from the start of the Reception Year.
- Provide opportunities to spend time with the Year 1 teacher. From after May half term, (start of June) Year 1 teacher will read a story to the reception children in their current classroom twice a week (LF and ET swap for 10 mins before getting ready for home)
- Ensure Reception children have the opportunity to access the Year 1 classroom when it is not in use. Children will take part in a 'Notice and Wonder' activity every time that they enter 'What do you notice about the room? What do you notice that is different to our classroom? What is the same? 'I wonder what that is used for...'
- Record any questions or 'wonders' from the children and will pass these on to the Year 1 Teacher to address with the children.
- Hold a 'Move Up Morning' that coincides with transition for the rest of the school.
- Ensure that the Reception and Year 1 Teacher meet in the summer term to discuss children in detail to address needs quickly.
- Put together a transition booklet for the children to read and look at over the summer.