



DAWPOOL

Dawpool C.E. (Aided) Primary School EYFS Policy 2018-19



*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control'*

(Galatians 5: 22-23).

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Early Years Foundation Stage Policies and Procedures

1. Early Years Foundation Stage

1.1 The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The EYFS is based upon four principles: the unique child, positive relationships, enabling environments and learning and development.

1.2 Our Early Year's curriculum is based on the 'Statutory Framework for the EYFS' (2014). We assess the children on entry and build on the progress made in the children's previous setting. The curriculum is broken down into seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

1.3 There are three prime areas which are Personal Social Emotional Development, Communication and Language, and Physical Development. There are four specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

2. Learning through play

2.1 At Dawpool we work on a model of Continuous Provision. We support children's learning through free and planned play activities in the indoor and outdoor environment. Adults support and facilitate the children's learning working alongside them through child initiated play and through planned focus activities.

2.2 We provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:



- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad and balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in KS1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Monitor the children's progress and taking action to provide support as necessary.

3. The learning environment

- 3.1 *'A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.'* – Early Years Foundation Stage
- 3.2 We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experiences. We aim to make a place where children feel secure and confident, and are challenged to develop their independence.
- 3.3 Activities are planned for inside and outside. The learning environment is divided into a variety of different learning areas. Children are encouraged to become independent learners and take some responsibility for their own lines of enquiry and investigation.

4 Admission and induction procedures

- 4.1 Prospective parents can visit the school before, or when registering their children.



4.2 Parents who accept a place in either Foundation 1 or Foundation 2 are invited to a welcome meeting where staff will explain the admissions procedures and give information about the setting. During this meeting information packs are handed out.

4.3 The current process for admission to Foundation 1 is that children can start in the September after their third birthday. Parents can register their child directly with the school and request a part-time or full-time package. Days will be allocated on a first come, first served basis.

4.4 The current process for admissions into Reception is that all children will be eligible to start school full time, regardless of their birth date, from September of the academic year they turn 5 years old.

5 Liaison with first educators

5.1 A getting to know you visit is made for all children starting Foundation 1 and those new to the school in Foundation 2. This is an opportunity for you to visit the school and enable your child to spend a small amount of time in the classroom exploring the environment and facilities. It is then also an opportunity for parents to provide information about the child's likes, dislikes, any concerns and their developmental milestones. Information from this session is used to help plan the transition process and first few weeks in school.

5.2 We have close links with local nurseries. Staff liaise with the child's Key Person from their previous settings to support transition.

6 Safeguarding and Child Protection

(See school Child Protection, Safeguarding, Complaints, Food and Medicines policies)

6.1 Training All staff within the Early Years are aware of, and follow the school policies for child protection and safeguarding. All staff receive Level 1 training and annual updates on safeguarding and being alert to the signs of abuse.

6.2 First Aid – Staff in the EYFS are Paediatric First Aid trained. These qualifications are reviewed and updated where necessary.



- 6.3 Administering medicines School has a policy for administering medicines in school for managing health conditions. Staff within the Early Years are aware of, and follow this policy.

7 Equal Opportunities and Inclusion

(See school Equality, Inclusion and SEND policies)

- 7.1 We aim to provide a safe and supportive learning environment where the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged. We use a wide range of teaching strategies, we differentiate the curriculum to meet children's individual needs and we carefully monitor children's progress.

8 Pupil Premium and Early Years Pupil Premium

(See school Pupil Premium policy and PP and EYPP Grant Expenditure Documents)

- 8.1 The 'Pupil Premium' grant is funding provided to help schools support specific groups of children who may be in danger of making less progress than others. Its aim is to 'close the gap' between how well children from low income and other disadvantaged families do compared to their peers.

9 Assessment and record keeping

(See school assessment policy)

- 9.1 All observations and assessments are an integral part of teaching as they inform future planning for the child's needs.
- 9.2 All children are assessed during each term to provide a baseline from which we track each child's learning. A Baseline judgement is made in the first half term of the children starting, this is based on observations of individuals, guided activities and staff knowledge of the children.
- 9.3 The children's progress is assessed at the end of each term and is recorded on tracking sheets— supporting evidence is kept in Learning Journeys. Key groups of children are monitored and judgements using Ages



and Stages from Development Matters are made for the child's achievements against the seventeen aspects of the EYFS curriculum. Data is then shared with SLT and EYFS staff.

9.4 Teachers undertake 'in house' and local cluster group moderation to ensure judgements are accurate.

10 Monitoring and evaluation

(See school Monitoring policy)

10.1 The SLT monitors planning, classroom organisation and practice to ensure there is best practice and the EYFS policy is being implemented.

11 Parental partnership

11.1 EYFS staff work hard to build up open and productive relationships with parents and carers.

11.2 Parents are acknowledged as the child's primary educator.

11.3 There are opportunities for parents to chat informally with practitioners' at the beginning and end of each day.

11.4 In Foundation 1 parent's can view their child's progress through Tapestry, an online Learning Journey system. They are then able to comment and immediately add their views on their child's progress.

11.5 Parents receive the Dawpool News weekly. This provides information from the whole school. The school website also provides a topic overview and information on the next weeks activities and learning.

11.6 There are more formal termly parents' evenings for staff to meet with parents and discuss children's learning and progress. The first meeting takes place around October half-term and is an opportunity to talk about how their child has settled. A more formal target setting and progress meeting takes place in Spring Term.



- 11.7 An end of year report is provided in July with the opportunity for parents to meet with the teacher afterwards and discuss any concerns they may have with this.

12 Governors

- 12.1 There is a designated Early Year's Governor whose responsibility is to liaise, support and monitor the early year's provision.
- 12.2 The current Early Year's governor is Mr Harford.

13 Complaints

(See school complaints policy)

- 13.1 We take all queries and complaints seriously and will follow the school Complaints Policy, available on the school website or in the school office. Please speak to your child's teacher first with any concerns you may have.

14 Staff development

- 14.1 All EYFS staff attend INSET and courses to further their professional development. Training needs are identified through the school improvement plan and performance management.
- 14.2 Staff engage in team teaching, and meet regularly to discuss concerns or new procedures. Staff are supportive of each other and share ideas and resources.

15. Arrivals and Collection

- 15.1 Please let a member of staff know in advance if you intend to arrive at a different time from the contracted one. If you arrive unexpectedly early we may not be able to care for your child until the commencement of the formal session.
- 15.2 We will only release your child from our care to adults who have permission to collect him/her. We will therefore need you to provide us with a list of people authorised to collect your child.



- 15.3 If, in an emergency, you need to send someone else to collect your child from school, we ask that you provide a password. This is to ensure we safely hand over your child to an adult who may be unknown to us. A separate consent letter will be given for this.
- 15.4 If you are delayed in collecting your child for whatever reason please contact us and let us know when you expect to arrive (we will be able to reassure your child and explain why you are going to be late). We would hopefully be able to accommodate the additional care needed (up to half an hour); otherwise we will contact other adults on your emergency contact list and arrange for them to collect your child.
- 15.5 If staff have not heard from you and you are very late, they will try to make contact with you or other adults on your emergency contact list. If staff are unable to contact anyone on that list they will contact social services and follow their advice.

16 Risk Assessments

- 16.1 The Early Years Foundation Stage requires childcare providers to conduct risk assessments and review them regularly.
- 16.2 We check our setting every morning before the children arrive to ensure that it is a safe environment that we take the children into. If we are planning to take the children into environments that are unknown to us we will always do a risk assessment in advance.
- 16.3 We record our assessments on sheets and these are stored in our risk assessment folder. These documents are available for parents to see on request as well as Ofsted.

17 Food and Drink

- 17.1 Snack times are a very important part of the day. Eating represents a social time for children and adults and helps children learn about healthy eating.
- 17.2 When children first enter the setting parents will be asked to complete a



dietary requirements form for their child. We recognise that there will be different cultures and religion, to which we will cater for if stated by parents. The children that have dietary needs will have their names placed somewhere so all staff members can see.

- 17.3 If the setting is celebrating any festivals, and requires different foods from the usual snacks a permission letter is sent out at the start of the school year asking parents/guardians to authorise their child to participate in this.
- 17.4 Children under the age of five are entitled to free milk. You will be required to fill in a form for this. This is provided in the information pack. All milk will be stored in our fridge.
- 17.5 All parents will be asked to bring in a labelled sports bottle for their child. This means that all children will have access to drinking water at anytime.
- 17.6 Parents will be asked to inform pre-school immediately of any changes to their child's dietary requirements/allergies.
- 17.7 A selection of fresh fruit and vegetables are provided for morning and afternoon snack. If you wish to supplement this snack you may bring into school a healthy snack in a named pot/packet.

18 Intimate Care

- 18.1 Staff who work with young children or children/young people who have special needs will realise that the issue of intimate care is a difficult one and will require staff to be respectful of children's needs.
- 18.2 Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which can demand direct and indirect contact with or exposure to the genitals.
- 18.3 Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff who provide intimate care to children have a high awareness of child protection issues. Staff behaviour is open to scrutiny and staff at Dawpool School work in partnership with parents/carers to provide continuity of care to children/young people wherever possible.
- 18.4 Dawpool School is committed to ensuring all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. Dawpool School recognises that there is a need to treat all children with respect



when intimate care is given. NO child should be attended to in a way that causes distress or pain.

- 18.5 All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.

19 Positive Behaviour

(See separate Behaviour policy)

- 19.1 Positive behaviour management strategies will be used to praise and encourage good behaviour.
- 19.2 Praise and rewards are given linked to the nine Fruit of the Spirit; Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control. Each week a child is chosen to receive a 'Fruit of the Spirit' award. This is then presented either in Celebration Assembly or in class time

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