



## Early Years Foundation Stage Policy

EYFS Leader - R. Clayton

To be approved by Governors:

Signed Chair of Governors:

Review July 2025

## **Causeway Green Primary School**

### **Early Years Foundation Stage Policy**

At Causeway Green Primary School, we believe all children have a right to be kept healthy and safe at school in an environment where they are best able to enjoy and achieve. We believe that we are crucial in laying the foundations for all children to make a positive contribution and achieve economic well-being. Our approach to learning and development set out in this document, delivered within a secure and healthy environment, will maximise individual children's progress through well-planned play based on the interests, and developmental needs of each child.

#### **Admissions Policy**

Parents wishing to register their child for a place in Nursery must complete the registration form available from the office. Children are then placed on file. If places are available children are admitted after their third birthday. Our admissions procedures follow the guidelines laid down by Sandwell Education Department. Any queries or concerns about admissions are referred to the Head Teacher before places are offered.

#### **Home Visits**

Before admission the Nursery teacher contacts parents to arrange a home visit as the child's third birthday approaches. Usually the Nursery teacher and LSP go on the home visit unless the child is known to have Special Educational needs, where upon the SENCO will accompany the Nursery teacher. This provides an opportunity for staff to meet and talk with parent and child in the comfort of the home environment. The staff will take the home visit pack with relevant forms that need to be completed and a parent friendly pack about Foundation Stage.

#### **Stay and Play**

After the home visit parents are invited to visit with their child for a stay and play session. At this session a member of staff gives a brief talk about the general daily routine and parents can see the Early Years Foundation Stage in action.

#### **On-line Safety.**

In Foundation Stage we teach children how to be safe with technology. Children have access to iPads, class based computers and interactive whiteboards during child initiated learning and during group focus sessions. Children are monitored throughout while they use these devices to ensure they are used safely and children are safe. School computers are protected by the school firewall to ensure only appropriate content is available. Teachers will teach children how to be safe using the internet and social networking sites, which, even at a young age, children may be exposed to through new devices and technologies.

Teachers, for assessment purposes, have class based cameras and iPads which are used on a daily basis. These are kept on site at all times, the only exception being Educational visits. Once images have been taken they are uploaded and used in children's learning journeys or printed and used for display purposes.

Under no circumstances will a teacher take a class based camera or iPad off site for any purpose other than educational visits or whilst working from home.

In Foundation Stage we are committed to parent partnership and making close relations with our parents and carers. As such we host various sessions for adults through the year. Assembly sessions are held at various times and parents/carers are invited to 'Stay and Play' sessions each full term. As a school we realise handheld cameras are becoming increasingly available through new technologies. Prior to giving parents/carers access to classrooms they are informed not to take any pictures. In assemblies they are advised to wait until the end of the session and then they make take a picture of their own child away from the mass group.

### **Key Workers**

Once the child has settled into school we will assign a member of staff to be their "Key Worker". The key worker will form a good and trusting relationship with both the child and their parents, they will be responsible of collecting evidence and meet and inform the class teacher of the assessment and attainment of the child. It is also the key worker role to liaise with the parents about progress and any concerns they have within the setting. Parents can also consult the class teacher also of their child's progress and maintain a positive and relaxed relationship with the parents.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **A Unique Child**

At Causeway Green Primary School, we recognise that every child is a competent learner. We recognise that children develop in individual ways, at varying rates.

### **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Causeway Green Primary School are treated fairly regardless of race, gender, religion or abilities or financial status. All children and their families are valued within our school. We give our children every opportunity to achieve their best.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We ensure that we implement effective strategies to promote children's social, physical and economic well being regardless of individual backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on children's learning needs
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and taking action to provide support as necessary
- A highly committed staffing team whom have a sound knowledge and understanding of the current EYFS welfare requirements and guidance
- Working with feeder providers and other agencies to meet the needs of every individual child

(Also see SEN policy and School Disability Discrimination Scheme)



It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children (See Whole School Child Protection/Physical Intervention and Health and Safety Policies) and ensure that good arrangements exist to ensure children's health and safety through robust and regularly reviewed risk assessments for the physical environment and activities within the unit.

### **Welfare**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them

At Causeway Green Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We are committed to:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so (including the consistent and rigorous application of robust vetting and barring requirements/ Enhanced CRB checks for all adults in the unit and whole school setting)
- Ensure that there are effective early identification procedures for children whom are at risk and that arrangements are in place to keep children engaged
- Ensure that the premises are well-resourced and that the furniture and equipment is safe and suitable for purpose
- Ensure our risk assessment procedures are part of a continuous process to prevent any dangerous incident taking place (see above)
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Ensure that the environment is supportive and creates a sense of security thus enabling all children to thrive
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

### **Use of Mobile Phones/Devices**

- Personal mobile phones cannot be used when in the presence of children either on the school premises or when on outings.
- Mobile phones must be stored securely within the setting during contact time with the children. (This includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings. School policy regarding this matter must be clearly explained to parents.
- Mobile phones must not be used in any teaching area within the setting or in the bathroom area.
- In case of personal emergency, staff should use the school telephone. It is the responsibility of all staff to make families aware of school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should never be used to record classroom activities. ONLY school equipment should be used.
- Photographs and recordings can only be transferred to and stored on a school computer before printing.

- All telephone contact with Parents/Carers must be made on the school telephone and should be recorded.
- During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes.
- In the case of school productions, Parents/Carers are permitted to take photographs of their own child in accordance with school protocols which strongly advise against the publication of any such photographs on Social networking sites.
- It is the responsibility of everyone to adhere to this policy.

### **Positive Relationships**

At Causeway Green Primary School, we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children and in helping them to succeed. We do this through:

- Home visits
- Stay and play sessions
- Key workers assigned to children to inform parents of children's progress
- Use of Tapestry to provide parents with up to date access to their child's learning journey.
- Use of Learning with Parents to set homework activities to help keep parents involved in their child's learning.
- Termly parent's evenings.
- Inviting all parents to an induction meeting during the term before their child starts full time school.
- Ensuring parents receive a written end of year report on their child's attainment and progress
- Encouraging parents to talk to the child's teacher if there are any concerns and the Foundation Stage Leader if their concerns are not met with satisfaction.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Workshops, Sports Day etc.
- Parent workshops / Family Learning opportunities.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

### **Enabling Environments**

At Causeway Green Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

### **Observation, Assessment and Planning**

The EYFS planning is based on child interests, festivals, events, stories, the natural world and celebrations. The medium term plans focus on the developmental levels of the children in relation to the EYFS curriculum. Medium term planning highlights the part of the curriculum to be taught that week. As staff move through the academic year they are able to see which objectives still need to be taught so giving the children a balanced and thorough access to the curriculum. These plans are used by the EYFS teachers as a guide for short term planning, however the teacher may alter these medium term plans in response to the needs, achievements and interests of the children.



We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of:

- Individual child observations (Focus is on one child during child-initiated learning)
- Individual child observations during whole class teaching.
- Anecdotal observations (For incidental or 'WOW' moments)
- Photographic evidence to support individual child observations.
- Termly summative assessments in relation to the EYFS curriculum and progress within and between the developmental stages for each child (Pupil Progress Meetings) and areas for development within the EYFS curriculum.
- During focus group sessions, children will use a range of AfL strategies to self-assess their own work and judge their overall performance within that session.

At Causeway Green Primary School, we use statements from the curriculum to monitor progress of individual children. This is not a tick list, but rather a best fit based on evidence collected in children's profiles and knowledge that staff have about that child. A best fit of whether children are Emerging, Developing or Secure in different age bands and areas of learning are recorded onto tracking formats and analysed at pupil progress meetings.

### **The Learning Environment**

The EYFS indoor and outdoor areas are organised to allow children to explore and learn in a safe and secure environment. There are areas where the children can be active, be quiet and rest. The indoor area has a Reception base and a Nursery base which are set up to reflect the seven areas of learning, where children are able to find and locate equipment and resources independently.

The outdoor area is set up to reflect this also. The school has also adopted the Curiosity Approach to learning environments, which uses natural resources to create awe and wonder into children's learning experiences.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It allows the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning. At Causeway Green Primary School, the outdoor classroom is viewed as being an essential element in all children's development.

### **Learning and Development**

At Causeway Green Primary School, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. We ensure that we foster a challenging curriculum that allows children to learn independently, promotes curiosity, ignites our children's imagination and encourages sustained concentration.

### **Teaching and Learning Style**

Our approach to teaching and learning defines the features of effective characteristics of teaching and learning in our school. These are laid out in the whole school Teaching and Learning Policy and Guidelines.

In both Nursery and Reception year groups, children are taught in small groups throughout the sessions in a 'focused teaching' area where children have the right and space to learn in a calm and quiet environment. Other children are welcome to use the room for quiet purposeful activities or chose to work in the 'active learning' room where they will be able to use their communication, performance and exploring skills to access the broad curriculum.

### **The importance of play**

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

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

### **Characteristics of Effective Teaching and Learning**

The characteristics of effective teaching and learning are statutory and are referenced in the EYFS (2021).

They are referred to in the Overarching Principles section on page 6 and section 1.15 states that:

'In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- Playing and Exploring - children investigate and experience things, and 'have a go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'

### **Areas of Learning**

The EYFS is made up of seven areas of learning, which is reflected in our curriculum planning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. We ensure that they are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

### **Monitoring and Review**

It is the responsibility of all EYFS practitioners to follow the principles stated in this policy.

The Foundation Stage Leader (who is also a member of the School Senior Leadership Team) develops a strategic action plan annually for the team to develop and improve the existing provision. Regular team meetings provide a forum for action planning, internal review and leading school improvement.

The Reception and Nursery staff meet separately as year groups on a weekly basis to discuss planning ideas for the following week. All staff are invited to these meetings including Teachers, general support staff and support staff that give one to one care and support. This allows a wide range of discussion, ideas and expertise to be inputted into the plans. In addition, the Head Teacher and SLT will carry out monitoring and evaluation of the EYFS as part of the whole school

monitoring schedule. This provides effective termly quality checks that lead to actions and facilitate ongoing improvements to the school EYFS provision.

**Richard Clayton - Foundation Stage Leader**

**July 2022**

**Date of review: July 2025**