

St. Theresa's Catholic Primary School

St. Theresa's
Catholic Primary School



EARLY YEARS FOUNDATION STAGE POLICY

“We learn together, we play together, we pray together, we grow together in the love of God”

St. Theresa's
Catholic Primary School



Validation Grid

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1. Statement of Intent

At St. Theresa's 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 DfE 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.

2. Legal Framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'

3. 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 Staff Code of Conduct.
- 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 Staff Code of Conduct.
- 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.

4. 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 guiding 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- 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.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

5. Learning and Development

The provision in the EYFS is based on the following principles:

A unique child:

- Every child is a unique, competent learner.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

Enabling environments:

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

Learning and development:

- St. Theresa's is organised in a way that encourages children to explore and learn safely.
- There are areas for activities and play, and others for quiet time and rest.
- The setting is designed to enable children to learn and play independently.

The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils 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 sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- Communication and language
 - Listening and attention
 - Understanding
 - Speaking
- Physical development
 - Moving and handling
 - Health and self-care
- Personal, social and emotional development
 - Self-confidence and self-awareness
 - Managing feelings and behaviour
 - Making relationships

The 'specific' areas of learning and development are:

- Literacy
 - Reading
 - Writing
- Mathematics
 - Numbers
 - Space, shape and measure
- Understanding the world

- People and communities
- The world
- Technology
- Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability 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 a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience 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 develop strategies for doing things.

6. Spiritual and Moral Education

At St. Theresa's, development in the spiritual and moral areas of learning will be ensured through:

- The example of the staff in their care and concern for one another and all living things.
- Opportunities to discuss and consider acceptable behaviour.
- The teachings of the Catholic Faith as outlined in the Units of Faith "In God's Name"- a scheme of work for written for primary schools.
- Encouragement to participate in prayer times and some school assemblies.
- Being taught to join their hands, close their eyes when praying, the sign of the cross, and some prayers and hymns.
- Experiencing preparation for the annual festivals of Christmas, Harvest and Easter.

7. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Equality 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.

8. The learning environment and outdoor spaces

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

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

Activities are planned throughout the learning environment to help the children develop in all areas of learning.

We aim to educate children on boundaries, rules and limits and to help them understand why these boundaries 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.

9. 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 class teacher will address any learning and development needs in partnership with parents.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

Staff make formal and informal observations regularly on the children; these contribute to the child's online individual learning journeys on the software "Tapestry".

This evidence is used to support completing the Early Years Foundation Stage Profile at the end of the reception. Each child's level of development is recorded against the 17 Early Learning Goals achieving an '*emerging*', '*expected*' or '*exceeding*' score.

In the final term of the year in which a child reaches age five, and no later than 30 June in that term, the EYFS profile will be completed by the child's class teacher.

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

10. 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 Designated Safeguarding Lead (DSL) is Barbara Costa (Executive Headteacher).

The members of the Safeguarding Team are James Troy (Head of School) and Barbara Folan (Inclusion Leader).

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

11. Mobile phones and devices

For information on the school's policy on mobile phones and devices please refer to the Staff Code of Conduct and the Online Safety Policy.

12. Health and Safety

For the school's Health and Safety Policy and the Supporting Pupils' with Medical Conditions and First Aid Policy please visit the school's website.

The following general Health and Safety safeguards are in place:

- o A supply of fresh drinking water is available on the premises at all times.

- o Children's dietary needs are acted upon.
- o Snacks are available during the morning and afternoon sessions.
- o A first aider is accessible at all times.
- o Accidents and injuries are recorded in an accident book.
- o A fire and emergency evacuation procedure and policy are in place.

13. Staffing

Robust safer recruitment practices are in place (please see the Child Protection and Safeguarding Policy), 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 leader. 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.

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

Any member of staff who has sole responsibility for looking after a group of children will also 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 medical room.

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.

14. 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 recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school and their hours of attendance

The following information is made available to parents:

- The school's privacy notice for parents and pupils (available on the Policy page of the school website)
- 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
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

15. Parental involvement

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

We recognise that as the parent, you are the child's primary educator and we recognise this important role through regular engagement including:

- Annual information meeting held in July.
- Parent / Teacher meetings held termly.

- Asking parents to complete admissions forms, a medical form and writing a synopsis about their child to help us to understand their character and personality during home visits.
- Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Organising events and activities throughout the year which bring together children, parents and the school.
- Maintaining an online learning journey which allows parents to access their child's development through photos and observations and to see personalised targets. We value the on-going contributions to these from parents.
- Writing an annual report to be given to the parents of Reception children, in the summer term.

16. Transition periods

Transitioning into an early years setting, and through different stages of the early years and into KS1, can be an anxious time for young children. At St. Theresa's, we aim to make children's transitions into the early years as effective as possible, in order to reduce their anxieties and make transitioning as pleasant and exciting as possible.

Transition into Reception

- Informal home visits are arranged for children entering Reception. The Reception teacher and Teaching Assistant will meet the parent and child together and fill the parent/teacher questionnaire 'All About Me'.
- Parents are invited to attend a transition meeting for Reception in the Summer term to best support their child for 'school readiness.' The meeting will provide parents with information about the curriculum, and give them the opportunity to reflect on the transition process and have any concerns or questions addressed.
- In the summer term before starting school, the children will be invited to spend an afternoon in the Reception classroom.

During the first half term:

- Parents can choose for their child to start full time from their first day in school.
- Parents also have the option to stagger entry into the Reception class. Should they choose to stagger their child's entry;
 - Children will stay at school for half days - until lunchtime – for one week.
 - Children will then stay then stay at school for lunch for one week.
 - Children will stay at school for the full day from week 3.

- Reception children begin to attend assemblies and hymn practice with the main school, additional to special assemblies throughout the year.

Transition into Year 1

In the final term of the year in which a child reaches the age of five, and no later than 30 June in that term, an EYFS Profile must be completed for each child.

The EYFS Profile must provide an outline of the child's progress, assessed against the early learning goals, and their readiness for Year 1.

Prior to the children entering Year 1:

- The Reception teacher completes assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings are all passed on from the Reception teacher to the Year 1 teacher.
- Reception children will attend sessions in the Year 1 classroom with their Year One teacher and teaching assistant.
- Reception pupil parents are invited to a 'Transition into Year 1' meeting where changes in the curriculum, assessment, routines and procedures are explained.

During the first term of Year 1:

- The Year 1 timetable, in terms of provision, planning and child-led learning, remains similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children continue to be assessed on the EYFS Profile, if appropriate.
- Consideration is given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 is introduced gradually.

17. Supervision

Please see Appendices II and III for the school's approach to Supervision of staff in the Early Years.

Appendix I - The 10 Keys for Unlocking School Readiness

Transition into Reception*

- I can settle happily without my parent / carer
- I can tell my grown-ups and friends what I need
- I can take turns to play and share when I'm playing
- I can go to the toilet on my own and wash my hands
- I can put on my own coat and shoes and feed myself
- I can tell a grown-up if I'm happy, sad or cross
- I know that what I do and say can make others happy or unhappy
- I am curious and want to learn and play
- I can stop doing what I'm doing, listen and follow simple instructions
- I enjoy sharing books with grown-ups

* If a child is developing typically for their age

Appendix II - Supervision at St. Theresa's Catholic Primary School

Whilst supervision is offered to all staff working in the early years foundation stage (EYFS), it is not compulsory for staff to take it.

The main functions of supervision

Management (competent accountable performance / practice)

This function is to ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard. The management function will be achieved through discussion of: -

- The overall quality of the supervisee's performance outcomes.
- The policies and procedures relating to their work and that these are understood and followed.
- The roles and responsibilities of the employee.
- The development and monitoring of action plans and objectives.
- Monitoring of the employee's workload.

Learning and development (continuing professional development)

This function is to encourage and assist staff in reflecting on their own performance and to identify their own learning and development needs. The learning and development function will be achieved through: -

- Helping supervisees identify their preferred learning style and barriers to learning.
- Assessing development needs and identifying learning opportunities.
- Giving and receiving constructive feedback on performance.
- Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace.

Support (personal support)

This function is to provide support for staff to carry out their role. This will be achieved through:

- Creating a safe environment within supervision where trust and confidentiality are maintained.
- Clarifying the boundaries between support and counselling in the supervisory relationship.
- Enabling and empowering expression of feelings in relation to the work role.
- Monitoring the health of the supervisee and referring to occupational health or counselling when appropriate.

Mediation (engaging the individual with the organisation)

This function is to ensure that the relationship between the supervisee, their team, the organisation and other agencies with whom they work are effective.

This will be achieved through:

- Briefing senior managers about key issues raised by staff.
- Dealing sensitively but clearly with complaints about colleagues.
- Consulting and briefing staff on changes that affect their area of work.
- Mediating between worker or team and other parts of the school.

Supervision Methods

One-to-one Supervision

One-to-one supervision takes place in private at a pre-arranged time with an agreed agenda and preparation on behalf of both parties.

All members of staff within the organisation who are in direct contact with children will have access to this method of supervision.

Group Supervision

This involves a group of staff who are all involved in the same task, meeting with a supervisor to discuss issues about their work or the way they work together as a team.

This may be done in the context of a regular team meeting or as a separate session.

Unplanned or 'ad-hoc' Supervision

The pace of work and the frequency of supervision mean that staff often have to obtain a decision or gain permission to do something in between formal supervision sessions.

In addition, members of staff who work closely with their supervisor will be communicating daily.

Any decisions made with regard to a child or family should be clearly recorded on the child's records as appropriate.

Where employees and supervisors work closely together this does not negate the need for private one-to-one time together on a regular basis.

The Frequency of Supervision

Supervision will be offered every half term but it can be requested by members of staff more frequently.

Particular circumstances that apply to the employee may mean that they require more frequent supervision.

Staff in direct contact with children should be supervised at no less than 8 weekly intervals (once every half term). The actual frequency for individuals will be agreed between the supervisor and employee when negotiating the supervision agreement.

Any deviation from the recommended frequency detailed above, as a permanent feature, should be by agreement between the two parties and should be clearly recorded in the individual supervision agreement (ISA) (Appendix III).

Agency and temporary staff should receive supervision in the same way as permanent staff, following the same process detailed above.

Disciplinary measures will include an increase in formal supervision.

Supervision Records

Recording Standards

The detail included in the supervision record is a matter of judgement for the supervisor. The record will contain enough detail so that the issue can be revisited, if necessary, at a later date and still be understood.

Where possible supervision records will be typed.

Supervisors must give a copy of the record to the employee for signature within two weeks.

Records should clearly detail:

- Any decisions been made
- The reasons for those decisions
- The agreed actions
- The records should be signed and dated by both parties

Disagreements between the parties involved in the supervision session must be recorded by the supervisor and a copy should be retained by both parties.

Hard copies of records must be kept.

Confidentiality and Access

Supervision is a private but not a confidential process. This means that the records are the property of the school, and not the individual.

From time-to-time supervisors will discuss the content of supervision sessions with others, such as their own line manager. The employee being discussed will be informed of this.

Access to supervision records will be controlled and all records will be locked away. Employees should be aware, however, that other than themselves and their supervisor, others may access records, including: ·

- Senior managers
- Investigating officers
- Inspectors

Storage and Retention

The ISA (Appendix III) and the supervision records will be kept on the employee's file in a locked cabinet.

When an employee leaves the organisation, the records will be retained for two years after the member of staff has left and then shredded.

Individual Supervision Agreements

The purpose of the ISA (Appendix III) is to establish a basis for which the supervisor and employee will work together during one-to-one supervisions. The ISA will contain a written record of:

- The purpose of supervision.
- The frequency of supervision.
- The venue for the supervision sessions.
- Any specific responsibilities of both supervisor and employee.
- The recording of supervision, including where records will be kept to safeguard confidentiality and how quickly records will be given to the employee for signature.
- The arrangements for any ad-hoc or unplanned supervision.
- The complaints and review process.
- The practical arrangements.
- The arrangements for agenda setting.

Complaints

Complaints will be dealt with as detailed in our Complaints Policy or Grievance Policy.

Appendix III - Individual Supervision Agreement (ISA)

St Theresa's Catholic Primary School	
Supervisor:	<i>(insert name)</i>
Employee:	<i>(insert name)</i>
Expectations of Supervision	
<p>At St. Theresa's, we expect employees to be supervised at no more than eight weekly intervals. The main areas of focus are:</p> <ul style="list-style-type: none"> • To enable the supervisee to perform in the early years department to the standards specified. • To make sure that the employee is clear about their roles and responsibilities. • To ensure accountability for the employee's work. • To assist in the employee's personal and professional development. • To be a primary source of support for the employee. • To provide regular and constructive feedback to the employee on their performance. • To review the supervision contract. 	
Arrangements agreed for Supervision	
Frequency:	
Length:	
Location:	
Recording of supervision:	
Purposes for which supervision can be used:	
Storage of supervision records:	
How the agenda for sessions will be agreed:	
Interruptions will only be permitted if:	
Procedure if information shared in supervision needs to be passed on:	