

Early Years Foundation Stage Policy

Sutton on the Forest CE Primary School



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Early Years at Sutton on the Forest Primary School

Early Years at Sutton on the Forest Primary School is fun, exciting and inspires our youngest learners. We firmly believe that children learn best through an inquisitive and explorative approach: we aim to spark curiosity and believe play is how the children learn best.

Play is serious work for our children – they challenge themselves, problem solve, work together, communicate, negotiate, develop an inquiring mind, express their ideas, imagine and most importantly have fun! We believe children feel happy and safe in our classroom environment, that is our main aim, we feel that with those things, the children are ready to learn.

Following the children's interests and their play means that every day is an adventure; one which evolves over time! As the children are in charge of their learning they are intrinsically motivated and show high levels of involvement. They are excited to come into school and equally as excited to share their learning at home!



4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal

development, prepare pupils for their next stage of education and develop the whole child.

- ◆ Children are individually supported in their learning journey by experienced and understanding adults who understand how to extend their learning opportunities through interaction and provision.
- ◆ Our planning revolves around and focuses on the children's needs, interests and stages of development.
- ◆ We understand that learning should be holistic; each of the 17 areas of learning cannot be taught in isolation and we seek to provide opportunities for children to make links in their learning and understanding.
- ◆ New concepts are presented in a context the children understand to develop their learning and move them forwards.
- ◆ Children are encouraged to reflect upon their learning and participate in planning the next steps in their journey.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

5. Assessment

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. These are completed on Tapestry. Staff observe pupils to identify their level of achievement, interests and learning styles. These

observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum. We also teach E-safety across our EYFS in age appropriate ways.

Our safeguarding and welfare procedures are outlined in our Child Protection Policy.

8. Intimate Care Plan

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Early Years. Staff will always encourage children to attempt undressing and dressing unaided.

Children may seek physical comfort from staff (particularly children in Reception). Where children require physical support, staff need to be aware that physical contact must be kept to a minimum and be child initiated. When comforting a child or giving reassurance, the member of staff's hands should always be seen and a child should not be positioned close to a member of staff's body which could be regarded as intimate. If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender and situation of the child. If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable.

On occasions an individual child may require some assistance with changing if, for example, he/she has an accident at the toilet, gets wet outside, or has vomit on his/her clothes etc. Staff will always encourage children to attempt undressing and dressing unaided. The child will be given the opportunity to change his/her underwear in private and carry out this process themselves. School will have a supply of wipes, clean underwear and spare uniform for this purpose. If a child soils him/herself in school a professional judgment will be made whether it is appropriate to change the child in school, or request the parent/carer to collect the child for changing. In either circumstance the child's needs are paramount and he/she should be comforted and reassured throughout.

Should the child require assistance after changing, staff will follow hygiene procedures. They will wear protective disposable gloves and seal any soiled clothing in a plastic bag for return to parents.

Protection for staff

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk.

These should include:

- Gaining a verbal agreement from another member of staff that the action being taken is necessary
- Allow the child, wherever possible, to express a preference to choose his/her carer and encourage them to say if they find a carer to be unacceptable
- Allow the child a choice in the sequence of care

- Be aware of and responsive to the child's reactions

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