**RIVINGTON PRIMARY SCHOOL**

**Respect, Protect, Give Thanks, Keep Peace.**

**Early Years Foundation Stage Policy**



A place where everyone matters!

*Revised December 2022*

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

* Childcare Act 2006
* Safeguarding Vulnerable Groups Act 2006
* Equality Act 2010
* Education Act 2011
* Children and Families Act 2014
* Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

* Ofsted School Inspection Handbook (DfE 2022)
* Statutory Framework for the Early Years Foundation Stage (DfE)
* Equality Act 2010: Advice for Schools (DfE)
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
* Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
* Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
* Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe… 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' (Statutory Framework for the Early Years Foundation Stage (DfE))

We are aware… 'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.' (Statutory Framework for the Early Years Foundation Stage (DfE))

The EYFS, which refers to children from birth to five years of age, is based upon the following four principles: **a unique child; positive relationships; enabling environments; learning and development** and it seeks to provide: **quality and consistency; a secure foundation; partnership working; and equality of opportunity.**

For all children within the EYFS, we have a duty to:

* shape activities and experiences (educational programmes) **(learning and development);**
* help children work towards acquiring knowledge, skills and understanding **(early learning goals);**
* provide **assessment arrangements for measuring progress**;
* **report** to parents on their children's progress;
* safeguard children and promote their welfare **(safeguarding and welfare arrangements)**.

The EYFS is made up of seven areas of **learning and development** which are all very important and interconnected.

The three prime areas of **communication and language; physical development; and personal, social and emotional development** are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. It is very important for children to develop the three prime areas first as they are most essential for a child's healthy development and future learning.

Also, as children grow, the prime areas will help them to develop skills in the four specific areas of **literacy, mathematics, understanding the world and expressive arts and design**.

We firmly believe that all seven areas of learning and development must be delivered through planned, purposeful play, with a balance of adult-led activities and child-initiated activities.

We want all our children to learn by playing and exploring, by being active and through creative and critical thinking. We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

We work hard to give every child the opportunity to achieve their best as we believe every child is a unique child who is constantly learning.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Curriculum Intent

The intent for our children is to feel safe, happy and eager to learn. At Rivington, we CARE.

COMMUNICATION – we strive for children to be able to communicate effectively and express themselves with confidence, sharing their thoughts, ideas and feelings with the knowledge that they will be listened to and understood.

ASPIRATION – developmentally appropriate and ambitious planning, responsive to individuals and group dynamics, and an approach which inspires and challenges children’s inquisitive minds is taken by all adults.

RESPECT – we aim for children and families to feel recognised and valued as individuals and as part of our community. We focus on children’s understanding of what it means to respect – each other and our environment.

EXPERIENCES – we aim for children to gain first-hand experiences to ignite their curiosity and embed their learning. We encourage children to independently access resources, develop their own play and ask for help, confident in the knowledge that they can co-construct their own learning environment and opportunities.

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The governing body has:

* appointed a member of staff to be the leader of the Early Years Foundation Stage who:
* provides leadership in the development and management of the teaching and learning of the EYFS;
* has a teaching responsibility and undertakes other associated responsibilities.
* delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
* responsibility for ensuring full compliance with all statutory responsibilities;
* responsibility for ensuring that the school complies with all equalities legislation;
* nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
* responsibility for ensuring funding is in place to support this policy;
* make effective use of relevant research and information to improve this policy;
* responsibility for ensuring that this policy and all policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* the responsibility of involving the school council in:
* determining this policy with the governing body;
* discussing improvements to this policy during the school year;
* organising surveys to gauge the thoughts of all pupils;
* reviewing the effectiveness of this policy with the governing body.
* nominated a link governor to:
* visit the school regularly;
* work closely with the headteacher and the coordinator;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* attend training related to this policy;
* report to the governing body every term;
* annually report to the governing body on the success and development of this policy.
* responsibility for celebrating the effort, success achievements of pupils and school personnel;
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The headteacher and the EYFS leader will:

* work in partnership with parents/carers to promote the learning and development of all children, and will ensure they are ready for school;
* ensure the following seven areas of learning and development, which are all interconnected, will shape educational programmes.
* ensure that all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development;
* ensure that all teachers provide for those children whose home language is not English sufficient opportunities to learn and reach a good standard in English language during the EYFS;
* ensure that every child is assigned a key person;
* ensure the level of progress of children should be expected to have attained by the end of the EYFS is defined by the early learning goals:

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| **Early Learning Goals - Prime Areas** |
| **Communication and language** | * Listening, attention and understanding
* Speaking
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| **Physical development** | * Gross motor
* Fine motor
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| **Personal, social and emotional development** | * Self-regulation
* Managing self
* Building relationships
 |
| **Early Learning Goals -Specific Areas** |
| **Literacy** | * Comprehension
* Word Reading
* Writing
 |
| **Mathematics** | * Numbers
* Numerical patterns
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| **Understanding the world** | * Past and present
* People, culture and communities
* The natural world
 |
| **Expressive arts and design** | * Creating with materials
* Being imaginative and expressive
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* ensure assessment is on-going which recognises children’s progress, understands their needs, and is used to plan activities and support;
* ensure the EYFS Profile is undertaken and completed at the end of the key stage;
* ensure the results of the EYFS Profile is sent to the local authority on request;
* develop positive relationships with parents;
* encourage parents to help in school and become involved in a range of enrichment activities, family learning and extended schools;
* ensure all school personnel and parents are aware of and comply with this policy;
* ensure good practice is shared;
* work closely with the link governor;
* provide leadership and vision in respect of equality;
* make effective use of relevant research and information to improve this policy;
* provide guidance, support and training to all staff;
* make effective use of relevant research and information to improve this policy;
* monitor the effectiveness of this policy by:
* monitoring learning and teaching through observing lessons;
* monitoring planning and assessment;
* speaking with pupils, school personnel, parents and governors.
* monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
* celebrate the effort, success and achievements of pupils and school personnel;
* annually report to the governing body on the success and development of this policy.

**Role of the Early Years Foundation Stage Leader**

The early years foundation stage leader will undertake the following responsibilities:

**Leadership and Management**

* To lead and manage the EYFS working in conjunction with the Headteacher, SLT and governors.
* To undertake leadership and management responsibilities.
* To co-ordinate and be responsible for the organisation and management of the EYFS.
* To advise and work closely with the Headteacher and the nominated governor.
* To develop an EYFS development plan and to monitor its effectiveness.
* To ensure all EYFS policies are in place and regularly updated.
* To lead and develop an effective EYFS team.
* To provide and manage a stimulating EYFS environment.
* To monitor all planning in accordance with the EYFS and school policies.

**Assessment and Data**

* To ensure assessment procedures are in place for recording, reporting and tracking pupils' progress.
* To use pupil data effectively.
* To undertake thorough and accurate tracking of pupil progress.
* To present termly pupil progress reports to the Headteacher, SLT and nominated governor.
* To set targets with the Headteacher and SLT.
* To ensure EYFS Profiles are completed and passed on.

**Resources and Budget**

* To make effective use of resources and budget allocation.

**Transition**

* To ensure smooth transitional arrangements between phases.

**Parents**

* To develop and strengthen good relationships with parents.
* To organise parent-teacher consultations.
* To produce regular communication for parents using Dojo.

**EYFS Policy**

* To lead the development of this policy throughout the school.

**Support**

* To provide guidance and support to all EYFS staff.
* To provide training for all staff on induction and when the need arises.
* To co-ordinate and oversee EYFS teaching staff and support staff.
* To coach, mentor and develop all EYFS teaching staff and support staff.
* To receive support from the Headteacher.
* To have regular class release time in addition to PPA time.

**Performance Management**

* To undertake performance appraisals with both teachers and support staff.

**Professional and Staff Development**

* To plan staff development opportunities for all EYFS staff.

**Research**

* To make effective use of relevant research and information to improve this policy.
* To keep up to date with new developments and resources.

**Health and Safety**

* To undertake risk assessments when required.

**Monitoring**

* To monitor, evaluate and support the teaching and learning of the EYFS pupils.
* To review and monitor this policy.

**Reports**

* To present termly pupil progress reports to the Headteacher, SLT and nominated governor.
* To produce and present regular reports on the progress of the EYFS to the governing body.
* To annually report to the Governing Body on the success and development of this policy.

**Role of Parents/Carers**

Parents/carers will:

* be aware of and comply with this policy;
* work in partnership with the school;
* comply with this policy for the benefit of their children;
* be asked to take part periodic surveys conducted by the school;
* support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
* be encouraged to take an active role in the life of the school by attending:
* parents and open evenings
* parent-teacher consultations
* class assemblies
* school concerts
* fundraising and social events
* be encouraged to work in school as volunteers;
* be encouraged to organise after school clubs or groups;
* be asked to take part periodic surveys conducted by the school;
* ensure regular and punctual attendance;
* notify school on the first day of pupil absence;
* encourage effort and achievement;
* encourage completion of homework and return it to school;
* provide the right conditions for homework to take place;
* expect their child to hand in homework on time;
* join the school in celebrating success of their child's learning;
* support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
* ensure correct school uniform is worn.

**Training**

We:

* have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
* All aspects of this policy
* Statutory Framework for the Early Years Foundation Stage
* Teaching and Learning
* Differentiation
* Assessment
* Equal opportunities
* Inclusion
* ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
* have in place evidence for all staff:
* that highlights the knowledge gaps in the training;
* that shows how those knowledge gaps were corrected

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the EYFS lead, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

**Linked Policies**

* Assessment
* Curriculum
* Differentiation
* Home-School Agreement
* Intimate Care
* Parent Involvement (Engagement)
* Pastoral Care
* Behaviour Policy
* Safeguarding and Child Protection
* Teaching and Learning

We believe this school policy:

* is an essential part of the school;
* supports staff in managing certain situations;
* forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
* provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
* provides a roadmap for day-to-day operations;
* ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
* is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
* stems from the school’s vision and objectives which are formed in strategic management meetings

Review Date: December 2023