

## St John Vianney Catholic Primary School Early Years Policy



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## **Statement of Intent**

At St John Vianney Catholic Primary School, we aim to provide a nurturing and secure environment where children are able to thrive happily and develop a firm foundation to their learning. We want children to be confident and aware of the world around them and be ready to embrace all their experiences with perseverance and a sense of purpose.

We pride ourselves to fully embrace and celebrate that each child is made in the image and likeness of God and that every child brings a unique set of skills with them to school where they are able to be challenged effectively through their play.

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.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## 1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

1.2. This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'

1.3. This policy is intended to be used in conjunction with the following school policies:

- Assessment Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

## 2. Roles and responsibilities

- 2.1. The Governing Body has the overall responsibility 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 Photography Policy.
- 2.2. The Governing Body has the overall responsibility for 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 Allegations of Abuse Against Staff Policy.
- 2.3. The Governing Body has the overall responsibility for the implementation of this policy.
- 2.4. The Governing Body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6. The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7. Staff, including teachers, support staff, supply staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

2.8. Staff, including teachers, support staff, supply staff and volunteers, are responsible for remaining alert to any issues of concern in children.

### 3. Aims

3.1. 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.

3.2. 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.

3.3. 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.
- Provides a safe and secure learning environment.

## 4. Learning and development

### What is the 'Early Years Foundation Stage'?

At St John Vianney Catholic Primary School, the EYFS refers to children in our pre-school Nursery (age 3 and 4) and children in their first year of school in Reception (age 4 and 5).

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

4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

4.3. 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.

4.4. 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

4.5. 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

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

4.7. 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 require additional support.

4.8. 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. The school has access to additional Local Authority support from the EAL service, which can also be utilised to provide further small-step support for the child's language development.

4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

4.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

4.11 Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS Characteristics of Effective Learning must reflect on the different ways that children learn. The focus of the CoEL is on **how** children learn rather than **what** they learn i.e. process over outcome. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified by the EYFS are:

- 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.

4.11. Further information regarding learning and development are set out in the school's Teaching and Learning Policy.

## 5. Inclusion

- 5.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 5.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 5.5. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

## 6. The learning environment and outdoor spaces

- 6.1. The indoor classroom and outdoor spaces are organised in such a way that children can explore and learn in a safe environment. All elements of provision are accessible for children.
- 6.2. 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. This outdoor space is checked and visually risk-assessed on a daily basis.

- 6.3. There are two toilet facilities each available to children in Nursery and in Reception, and there are hygienic changing facilities located near the school office. Each child has their own set of spare items in case that they require to be changed. The Personal Care Policy ensures that this is done safely.

## **7. Assessment**

Through regular observations, children are assessed continually. This plan, assess and review methodology is integral to the development of the children. Children are taught through a balance of whole-class learning, small group teacher-led learning and child-initiated learning both indoors and outdoors. Parents are the first educators of their own children and we greatly value their input and support. Parents can contribute to their child's Tapestry account as often as they like and can also see the activities and learning taking place at school too. When a child enters the Reception class, baseline assessments based on all areas of the EYFS are undertaken. We also use the Government baseline for Reception children to help to inform our judgements. These assessments, together with information from parents and other agencies, aid initial planning. Throughout the year children are observed and assessed regularly in both directed and self-chosen activities. These observations are recorded on Tapestry and in the children's individual Learning Journey's. As a school, we use the OTrack system for assessment and these progress records are updated each half term by the class teacher. Written reports are provided to parents during the Summer Term and at least two parents evening take place in the Autumn and Spring Terms.

- 7.1. 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.
- 7.2. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

- 7.3. 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.
- 7.4. In the final term of the year in which a child reaches age five, the EYFS profile will be completed by the child's class teacher.
- 7.5. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.
- 7.6. Assessment procedures are set out in full in the Assessment Policy.

## 8. Cultural Capital Within the EYFS

Cultural Capital within the EYFS is key to our children being provided with the best experiences that they can have in order to help them to become understanding, compassionate and respectful individuals with a plethora of experiences rooted within our faith in order to prepare them in the best possible way for their futures. The following experiences are fully incorporated within our curriculum:

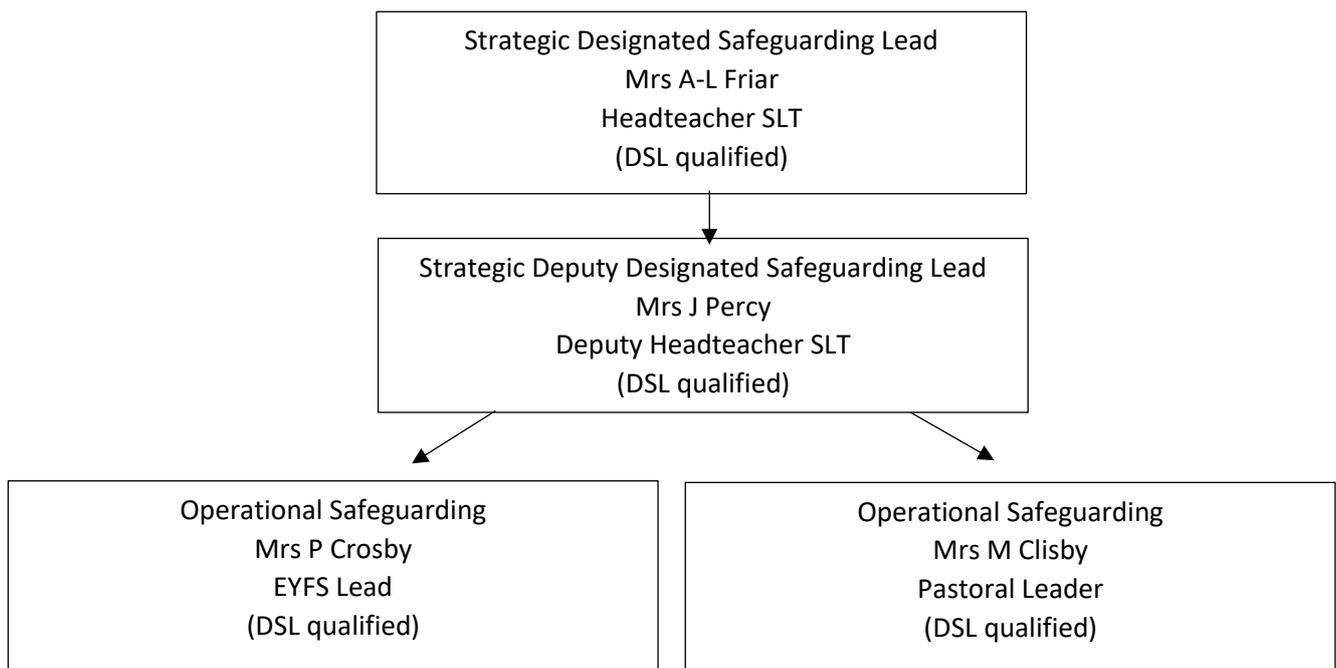
- Following children's interests when planning
- Trips within the local area e.g. road safety, nature walks
- Inter-generational work with the residents of a local retirement village
- Visits from members of the local community e.g. local police, nurses, shop workers etc
- Pertinent topics relating to real-life experiences
- The teaching of Fundamental British Values

## 9. Safeguarding and welfare

Safeguarding is our statutory duty in our daily life to secure the welfare and well-being of our children. We recognise that all adults, including staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We aim to support the child's development in ways that will foster security, confidence and independence. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to. We will maintain a safe and secure environment for the children to grow and develop in. All staff are alert to the signs of abuse and neglect and follow our school procedures to ensure that children receive effective support, protection and justice. All staff have up to date knowledge of safeguarding issues. At St John Vianney Catholic Primary School, all concerns are reported to the safeguarding lead and recorded on CPOMS. All records are dated, included as much detail as possible and any actions taken.

- 9.1. All necessary steps are taken to keep the children in our care safe and well.
- 9.2. 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.



- 9.3. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- 9.4. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- 9.5. The DSL and deputy DSL will undertake child protection training as required.
- 9.6. 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

## **10. Health and safety**

- 10.1. A first-aid box is located in the First Aid Room.
- 10.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 10.3. The school's Administering Medication Policy outlines the procedures for administering medicines.
- 10.4. Staff will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.
- 10.5. Accidents and injuries will be recorded in an accident book, located in the First Aid Room.
- 10.6. The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.
- 10.7. The school has a Fire Evacuation Plan in place.
- 10.8. Any food or drink provided to children is healthy, balanced and nutritious.

- 10.9. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 10.10. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 10.11. Fresh drinking water is available at all times.
- 10.12. Smoking is not permitted on the school premises.
- 10.13. The Health and Safety Policy outlines the full health and safety policies and procedures.

## **11. Staffing**

- 11.1. A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 11.2. 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.
- 11.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 11.4. All members of staff who have contact with children and families will be supervised by the EYFS lead. 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.
- 11.5. The EYFS lead holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years

setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.

11.6. The Nursery Lead Practitioner will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and headteacher.

11.7. 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.

11.8. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.

11.9. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.

11.10. The school will organise PFA training to be renewed every three years.

11.11. The list of staff who hold PFA certificates can be found in the school office.

11.12. 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'.

11.13. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

11.14. The school adopts the following staffing ratios:

- For children aged three and over:
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
  - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

11.15. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

11.16. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

11.17. Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

## 12. Information and records

12.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

12.2. 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

12.3. 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, their hours of attendance, and the names of each child's key person

12.4. The following information is made available to parents:

- The school's privacy notice for parents and pupils
- 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

12.5.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

### **13.Parental involvement**

13.1.We firmly believe that the EYFS cannot function without the enduring support of parents and we warmly encourage parental involvement and engagement.

13.2.Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day or at a mutually convenient time.

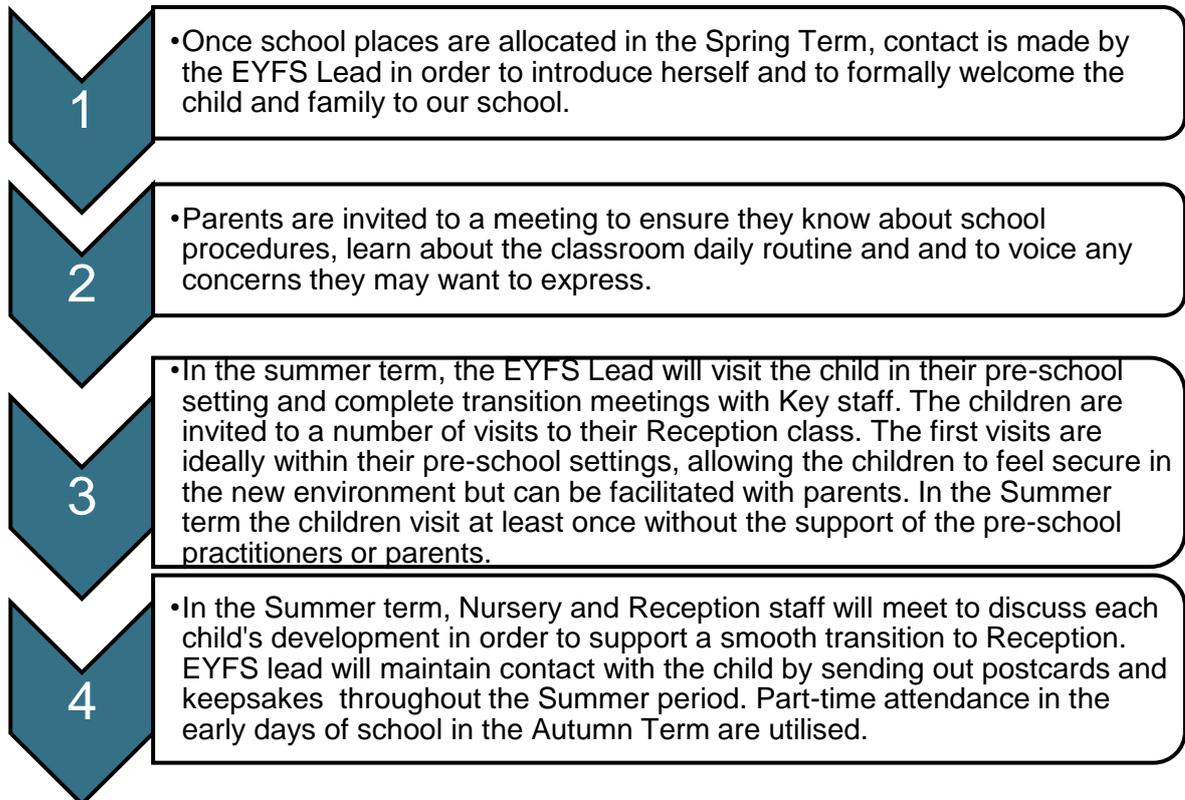
13.3.The headteacher's office will be utilised for confidential discussions between staff and parents.

13.4.Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

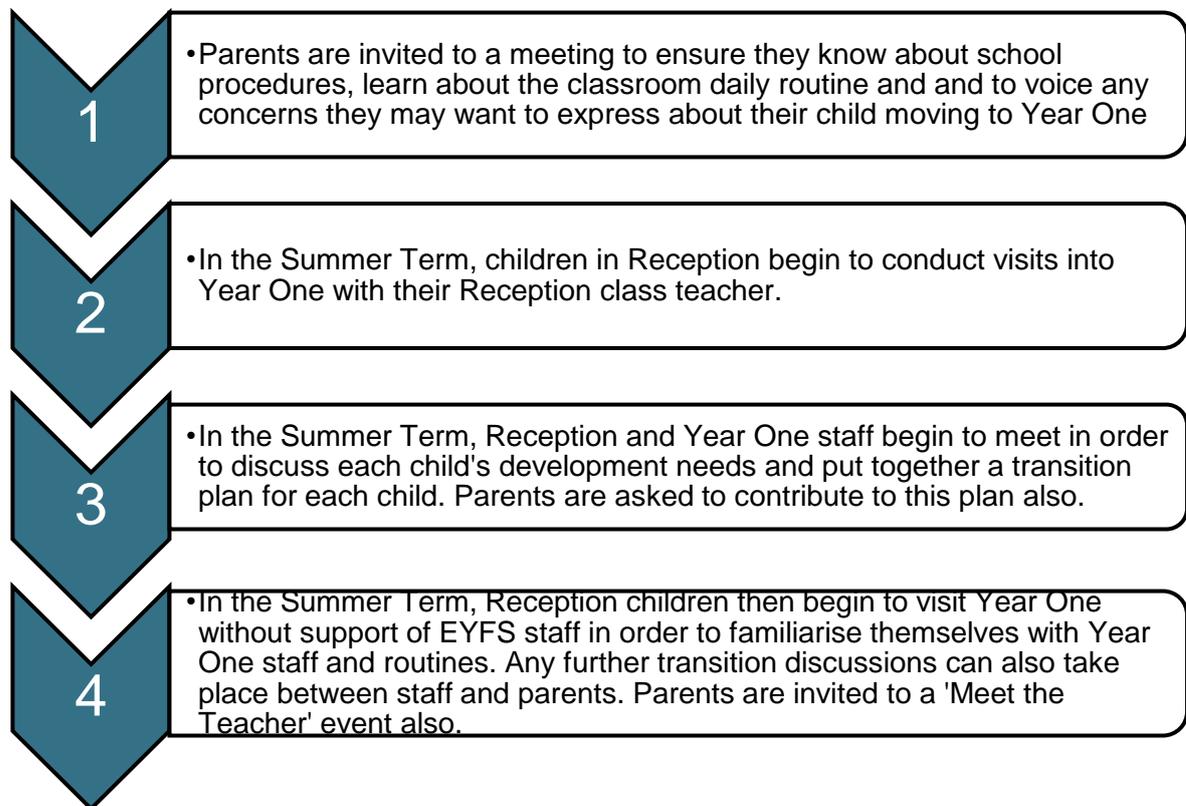
13.5.Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

### **14.Transition periods**

14.1. The following process is in place to ensure children's successful transition to **Reception**:



14.2. The following process is in place to ensure children's successful transition to Year One



## 15. Monitoring and review

15.1. This policy is reviewed annually by the Governing Body and the headteacher.

15.2. Any changes made to this policy will be communicated to all members of staff.

15.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

15.4. The next scheduled review date for this policy is April 2022.