

St Peter's Cross Keys CofE Academy

# Early Years Foundation Stage Policy

Summer 2025 For review Summer 2026



# **St. Peter's Cross Keys Primary C of E Academy**



## **Our Vision**

**'Rooted in love we flourish and grow'**

'Jesus said that the kingdom of God is like a little mustard seed. This seed is very tiny at first but this is just the beginning of something. When this little seed is planted it grows into a huge tree, a tree so big that birds come and sit on its branches!'

***Matthew 13: 31-33***

Jesus teaches us that all good things must start with small beginnings.

At St. Peter's we believe that learning continues throughout life and that we should develop the skills that enable life-long learning to take place. We believe that all children should be inspired and enthused by the challenges we present to them, and feel secure and supported so that they can try new and difficult experiences. We believe that through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Central to this is the commitment that inclusion for all children is at the heart our vision with the belief that removing barriers to participation and learning allows everyone to benefit fully from the educational opportunities we provide.

## **Our Mission**

As a school, we have a strong focus on supporting children to develop an understanding of themselves, and crucially, an understanding of how they operate and develop as learners. All staff have a key role to play in nurturing self-esteem to support children in developing:

- A clear sense of belonging.
- Ambition for their future.
- The attributes of Critical Thinkers, Problems Solvers, Team Players and Resilient Learners.
- The knowledge and understanding to be a champion for change in our local community and to be a positive influence in the community and for themselves.
- Their personal, moral and spiritual development within a Christian framework

## **Our Core Values**

**Community**

**Peace**

**Hope**

**Wisdom**

**Dignity**

**Joy**

## St. Peter's Cross Keys CofE Academy

### Early Years Foundation Stage Policy Statements

#### Introduction:

This document is a statement of the philosophy, aims, principles and strategies for the delivery of the statutory Early Years Foundation Stage (EYFS) Curriculum in the Foundation stage class at St Peters Cross Keys. Our play-based, child-centred approach ensures that the delivery of the EYFS meets the needs of every child within our foundation class and enables them to grow and develop to the best of their abilities. We demonstrate and strongly believe that it is every child's right to grow up safe and healthy whilst enjoying and achieving, making a positive contribution and with economic well-being.

#### Legal framework

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

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

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

- DfE (updated October 2024) Early years foundation stage statutory framework For group and school-based providers
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2023) 'The prevent duty'

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

- Early Years Foundation Stage (EYFS) Assessment Policy
- Early Years Supervision Policy
- Early Years Behaviour Policy
- Early Years Special Educational Needs and Disabilities (SEND) Policy
- Early Years Teaching and Learning 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

### **Roles and responsibilities**

- 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.
- 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. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- The Governing Body has the overall responsibility for the implementation of this policy.
- 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.
- The Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The Reception Teacher, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.
- Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

### **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.
  - Provides a safe and secure learning environment.

### **Learning and Development Intent**

It is our mission to create a stimulating, happy and secure environment, which will promote the learning process for all of our children and where friendship and confidence may flourish.

We believe that childhood is a time of play and that through play, children discover the excitement of learning and the rewards of achievement whilst acquiring and developing life skills. We consider the development of the intellectual, emotional, social, physical and spiritual potential of every child and plan learning opportunities accordingly in order to nurture the independent growth of the characteristics and abilities of each child.

We recognise the importance of, and aim to foster and encourage, 'emotional intelligence' in order that each child reaches their own personal and academic potential; in turn we strive to support the development of school readiness: being ready to learn, being responsible for our learning, being reflective learners, being resilient learners. Our curriculum aims to:

- Ensure our children to feel safe, nurtured, loved and supported;
- Provide a carefully planned, bright and engaging learning environment in which children can develop skills, attitudes and understanding that will help them to live happy, satisfying lives and become confident, creative, active members of our diverse and constantly changing society;
- Provide opportunities for each child to become a valued member of the school community so that a strong self-image and self-esteem are promoted.
- Develop, through appropriate adult support for play, key learning skills such as listening, speaking, concentration, persistence and learning to work together and to co-operate with other children.
- Encourage a positive attitude with a disposition to learn, where curiosity, excitement, willingness to 'have a go' and persistence, self-motivation and self-challenge are all equally fostered.
- Ensure each child is sociable, happy, enquiring, confident, stimulated and excited to learn.
- Give opportunities for each child to communicate her/his needs, understand those of others and to be ready to move on and make the most of what school and life have to offer.
- Provide a broad and challenging experience for our children, both indoors and outside.
- Develop the intellectual, emotional, social and spiritual potential of every child.
- Nurture the independent growth of the individual characteristics of each child.
- Promote healthy growth through correct nutrition, fresh air and hygiene.
- Celebrate success as being the starting point to learning
- Establish a partnership with all parents for the mutual benefit of children, parents and staff.

- Offer opportunities for each child to 'find out' both verbally and non-verbally, through language, books, equipment, music, visits, meals, visual stimuli, mathematics and play.
- Continually assess and evaluate the development of each child by systematic and regular observation, assessment and planning.
- Recognise signs of mismatch with normal development and to liaise with parents and expert help accordingly.

## **Implementation**

The principles of the EYFS are grouped into four distinct themes:

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

The themes are broken down into four commitments describing how the principles that guide our work are put into practice:

**A Unique Child** recognises that every child is a competent learner who can be resilient, capable, confident and self-assured. We aim to deliver a curriculum in which every child:

- Is given the opportunity to attain in all areas of their development: Physical, Cognitive, Linguistic, Spiritual, Social and Emotional
- Is equally valued as an individual
- Has access to a happy and safe environment where s/he can become an independent and confident learner
- Has access to an environment that promotes his/her health and well-being

**Positive Relationships** describe how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. We aim to deliver a curriculum which allows children to be supported by:

- Caring professional relationships and respectful acknowledgement of feelings
- Staff working in close partnership with parents
- Warm, trusting relationships with knowledgeable adults
- A key person giving reassurance and ensuring children feel safe and cared for

**Enabling Environments** explains how the environment plays a key role in supporting and extending children's development and learning. We aim to deliver a curriculum in which:

- Planning is informed by observing current interests, development and learning.
- Every child's learning journey is supported through planned experiences and activities that are challenging but achievable.
- Children have the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces
- Children are supported by staff and other professionals working in close liaison.

**Learning and Development** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and interconnected. We aim to deliver a curriculum which allows children to:

- Learn through play and exploration
- Sustain active learning through physical and mental challenges
- Have opportunities through play to discover connections, think critically and ask questions
- Learn and develop in the 7 Areas of Learning & Development as an outcome of individual interests and abilities

## **Strategy for the Delivery of the Curriculum**

Children at this stage are constructing a framework for learning and life. They are acquiring key attitudes to learning and exploring learning processes, as well as acquiring a core of knowledge and a grasp of language.

Initially information given by parents, then by our own observations, informs our planning of the learning environment to stimulate and motivate each child to progress at his/her own pace.

The curriculum in the Foundation Stage is broad and balanced and encompasses the prescribed Prime and Specific 'Areas of Learning and Development':

**Prime areas** are fundamental, work together, and move through to support development in all other areas, they are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific areas** include essential skills and knowledge for children to participate successfully in society, they are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our curriculum is child-centred, focused upon the development of the individual child, socially, emotionally, physically, aesthetically, morally and cognitively. We recognise that the needs of our young children are such that it is not possible to separate their need for learning experiences from their need for care and emotional support.

Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning together with a combination of structured play, first-hand experience and some directed teaching. The development of the whole child is considered crucial.

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and outdoor environment are provided and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.

In order to achieve our stated aims the children are given opportunities to enjoy activities which address all seven areas of learning along with the key concepts of the Characteristics of Effective Learning:

- playing and exploring
- active learning
- creating and thinking critically

One activity can develop skills and competencies across several areas of learning and address many learning outcomes.

In addition on a weekly basis:

- Music and singing is taught weekly
- P.E. is undertaken both indoors and outdoors each week
- Children participate in a weekly Forest School day.
- Challenge books are in place in order to encourage children to be motivated to learn throughout times of continuous provision – Spring term onwards
- Music and movement sessions are undertaken daily
- Dough Gym and Funky Fingers sessions are undertaken daily – moving onto handwriting throughout spring and summer terms

## **Impact**

### **Strategies for Ensuring Progress and Continuity**

All staff are involved in the planning and review process. Long-term plans give details of continuous provision whilst medium-term planning (PLODS), based around broad topics and themes, is used as a guide for weekly planning which is altered in response to the needs (achievements and interests) of the children. We also use a mixture of 'in the moment planning' and 'objective led planning' in order to close the gaps for all children and best cater for their varying needs and levels of development.

## **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 Reception teacher will address any learning and development need 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.
- Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.
- Assessment procedures are set out in full in the Assessment Policy.

## **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 DSL is Miss Cave.
- The wider safeguarding team are Mrs Pearson, Miss Robinson and Miss Wain.
- The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- The DSL and deputy DSL 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

## **2. Mobile phones and devices**

- For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images, record videos and sharing capabilities including tablets and smart watches
- Photography policies and procedures are addressed in full in our SNMAT BYOD Policy. Use of mobile phones by staff members

- Staff members must not use personal mobile phones or cameras when children are present.
- Staff may use mobile phones on school premises outside of working hours when no children are present.
- Staff may use mobile phones in the staffroom during breaks and non-contact time.
- Mobile phones should be safely stored and in silent mode whilst children are present.
- Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.
- Staff who do not adhere to this policy could face disciplinary action.
- Staff may use their professional judgement in emergency situations.
- Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.
- Parents may take photographs and videos containing their own child during school events but must not upload these to social media if other children are in the photograph.
- The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media
- Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

#### Use of the school's mobile phones and cameras

- Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- School devices must have passcode protection.
- School devices must only be used for work related matters.
- School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.
- Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.
- School devices must not be taken off school premises without prior written permission from the headteacher.

- Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

### **3. Health and safety**

- A first-aid station box is located in the room opposite the staff room. First Aid bags are placed at various sites around school, including outside the reception classroom.
- Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- The school's Administering Medication Policy outlines the procedures for administering medicines.
- The Reception teacher 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.
- Accidents and injuries will be recorded in an accident book, located in the school office.
- The School business Manager 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.
- The school has a Fire Evacuation Plan in place.
- Any food or drink provided to children is healthy, balanced and nutritious as outlined in the school meal guidance.
- The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
  - Fresh drinking water is available at all times.
  - Smoking is not permitted on the school premises.
- The Health and Safety Policy outlines the full health and safety policies and procedures.
- EYFS leader (M.Tomlinson) take responsibility for identifying aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
- All staff involved in preparing and handling food have received training in food hygiene

#### **4. Staff taking medication or other substances**

- The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.
- The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.
- Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.
- Any medication used by staff is securely stored in the school office or staffroom fridge.

#### **5. Staffing**

- A robust Recruitment Policy is in place, 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 Reception Teacher. 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.
- The class has one Early Years trained teacher with QTS.
- 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.
- The school will organise PFA training to be renewed every three years.
- The list of staff who hold PFA certificates can be acquired from the school office.
- 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'.

- The school adopts the following staffing ratios: The class has one Early years trained teacher and a Level three SEND teaching assistant.
- Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

## **6. Information and records**

- Information is stored in line with the 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, their hours of attendance, and the names of each child's key person
- 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

- 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

#### 7. Parental involvement

- We firmly believe that the EYFS cannot function without the enduring support of parents.
- 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. The school also communicates with parents through scholar pack text and email.
- The headteacher's office will be utilised for confidential discussions between staff and parents.
- 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.
- 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.

#### 8. Monitoring and review

- This policy is reviewed annually by the Governing Body and the headteacher.
- Any changes made to this policy will be communicated to all members of staff.
- 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.
- The next scheduled review date for this policy is July 2026

Policy reviewed: April 2024

Next renewal: April 2026

Signed: Chair of Governors:



Date: 4/2024

Headteacher:



Date: 4/2024

