

**Christ Church CE School  
Early Years Foundation Stage  
(EYFS) Policy  
Autumn 2017**



Christ Church  
CE Primary School  
Regents Park  
NW1 4BD

Christ Church C of E Primary School  
EYFS Policy

**CONTENTS**

**Mission statement**  
**School aims**  
**Introduction**  
**A unique child**  
**Positive relationships**  
**Enabling environments**  
**Learning and development**  
**Staff in the EYFS**  
**Monitoring and review**

Christ Church C of E Primary School  
EYFS Policy

Mission Statement

**The Christian Faith is at the heart of our school community.  
At Christ Church we care for each other and learn together.**

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

# **Our School Aims - Every Child Matters**

## **The Ethos of the School**

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

## **The Values of the School**

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well-being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

## **The Standards of the School**

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Christ Church C of E Primary School  
EYFS Policy

**Date of Policy:** Autumn 2017  
**Review Date:** Autumn 2019

**Christ Church C of E Primary School**

**Early Years Foundation Stage Policy**

*"Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender."*

Development Matters in the Early Years Foundation Stage (2012)

*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. ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014).*

## **Introduction**

At Christ Church, we embrace a 'Learning without Limits' ethos. We believe in the potential of every child so all the children are given the opportunity to develop the capacity to surprise themselves and those around them. They are taught to challenge themselves to build confidence and resilience.

The Early Years Foundation Stage (EYFS) extends from birth to the end of the Reception year. Entry into our Nursery is in the September following their third

birthday. Children enter Reception in the September following their fourth birthday. However, compulsory schooling does not begin until the start of the term after a child's fifth birthday.

The EYFS is based upon the following four principles:

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

## A Unique Child

At Christ Church, we believe that every child is a competent learner who can be capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Every area of development- physical, cognitive, linguistic, spiritual, social and emotional - is equally important.

### Inclusion

The diversity of individuals and families is valued and respected. No child or family is discriminated against. All children are listened to and valued at Christ Church. They are treated fairly regardless of race, religion or ability.

Practitioners in the EYFS must ensure that their own knowledge about different cultural groups is up to date and consider their own attitudes to people who are different from themselves.

We recognise that some children's development may be at risk. Such children include those who are disabled, those with special educational needs, children from socially excluded families, children from linguistically diverse backgrounds and children of asylum seekers or refugees. Children with such backgrounds will be carefully considered and planned for.

Children for whom we receive additional funding in the form of Pupil Premium will receive additional support. The Pupil Premium may be spent in different ways to support children. For example, additional adult support may be funded through Pupil Premium money, as may educational visits or resources for schemes that support a child's development in a certain area, such as Box Clever to promote speech and language development.

Early support is important for children who are not developing as expected. Therefore, identifying the need for extra support early on is crucial. Conversations

with parents and carers regarding support for children must always be sensitive and involve a two-way exchange of information. Extra support for a child may take place within the classroom, and/or help from specialists may be sought. In such cases, the classroom teacher will liaise with the Inclusion Manager to ensure that help is received (see Inclusion Policy for more details.)

In the EYFS we have realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- monitoring children's progress and taking action to provide support as necessary.

## Welfare

At Christ Church, we recognise that children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being. We support children's health by ensuring they have a clean and safe environment when at school, appropriate clothing for activities and access to the outdoors.

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they 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. We aim to protect the physical and psychological wellbeing of all children.

All EYFS members of staff are trained in paediatric first aid.

There **MUST** be at least one paediatric first aid trained member of staff on the premises at all times. There **MUST** also be a paediatric first aider on all educational visits.

## Health-Medicines

At Christ church, we promote the good health of children attending the setting. We have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

We have and implement a policy, and procedures, for administering medicines. It includes systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

Medicine (both prescription and non-prescription) must be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Practitioners will keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

### Transitions

One of the ways in which we aim to provide stability for children and make them feel safe is through management of transitions.

When starting Nursery:

- parents and carers can attend a new parent/carer meeting and have a tour of the school.
- parents and carers can choose between a meeting in their own home or at school. The aim of this meeting is for parents and carers and practitioners to share information about the child.
- children will have a staggered settling in, meaning that on their first day they attend for only an hour and this is gradually built up over three weeks until they attend school full time.
- practitioners meet with staff at previous settings that the child has attended, if they have been to a Nursery before.

The transition from Nursery to Reception is made smoother for children who attend our Nursery as Nursery and Reception children share the outdoor area. They also spend some time in the Reception classroom in the summer term, before moving to Reception in September.

For children starting Reception who have not attended Christ Church nursery:

- parents and carers can attend a new parent/carer meeting and have a tour of the school.
- parents and carers are invited to a meeting in school. The aim of this meeting is for the practitioner and parents/carers to share information about the child.



- the child is invited to spend a morning or afternoon in the nursery class in the summer term before starting in September.
- there is a staggered settling in. Children attend on the first day for two hours and build this up gradually until they attend school full time in the third week.

Children are prepared for the move from the EYFS into Key Stage 1 in the following ways:

- children in Reception begin to eat lunch in the hall when the class teacher feels that they are confident enough to do so (usually in the Spring term.)
- children in Reception begin to go to the main playground at lunchtimes when they are confident enough (usually in the Summer term.)
- children begin to spend playtimes in the main playground in the Summer term.
- in the Summer term, children will spend time in the year 1 classroom, getting to know their new environment. Whenever possible, they will spend this time with their new class teacher.
- in the Autumn term of year 1, children will still have access to a play-based curriculum to ensure continuity.

## Positive Relationships

At Christ Church, we recognise that children learn to be strong and independent from a base of secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We also seek to show children how to interact with one another by providing positive role models.

### Parents as Partners

'Parents are children's first and most enduring educators'. When parents and practitioners work together in early years setting, the results have a positive impact on children's learning and development.'

Statutory Framework for the Early Years Foundation Stage (2008)

We aim to build a positive relationship with families by:

- ensuring that each child has a named key person whom the parent or carer can discuss their child with.
- being available to speak with parents and carers on an informal basis at the beginning and end of the school day, and making appointments to meet to discuss issues in depth.
- offering a visit to all families within their home before the child starts school.
- inviting all parents and carers to a meeting in the term before their child starts school.
- holding settling in meetings with parents and carers six weeks after their child has started school to seek their views on how their child has settled and gain information on how to help their child further.

- having a staggered settling in process which ensures children feel safe and secure.
- ensuring that children have an extended settling in period if this is beneficial to their well-being, and discussing this with parents and carers.
- holding regular stay and play sessions, during which parents and carers are invited to spend time at school, playing with their children and looking at their progress in the portfolio.
- inviting parents and carers to come on out of school trips, to watch class assemblies and come to sports day.
- encouraging parents to contribute to portfolios.

### The Key Person

All staff will build positive relationships with all children. However, each child will also have a named key person. The key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

The key person will:

- support children with settling into the environment, and prepare them for transitions.
- take responsibility for the child's assessment, including the portfolio.
- plan or suggest activities which cater for the child's needs and interests.
- share information with the child's parents and/or carers.

However, given that there will be times when a child's key person is not available, and that it is essential all staff in the EYFS work together, it is not expected that the key person solely will carry out these tasks. All staff record observations for all children, contribute to planning, comfort and interact with children and communicate with parents.

### Behaviour

At Christ Church, we promote the positive behaviour of all children. We praise and reward children for behaving in a positive manner, and explain what positive behaviour looks like.

Sometimes, in extreme cases of negative behaviour such as biting, hitting and otherwise hurting others, children may need to be sanctioned in order to help them understand the consequences of their behaviour. Such sanctions may include spending time in another class or having 'time out' in class but away from other children. This time will always be in proportion to the child's age, so that if the child is 3 years old they will receive a 3 minute 'time out', for example. Following the 'time out', an adult will speak to the child about how to behave positively in the future.

## Physical Intervention

On very rare occasions, physical intervention may be required to ensure the safety and well-being of all children. Examples of this may include removing a child from an area if they are about to be hit by a falling object, or lifting a child up to remove them from a situation if they are hitting another child. All cases of physical intervention are recorded and will be reported to parents on the same day, or as soon as is reasonably practicable.

## Enabling Environments

'The environment plays a key role in supporting and extending children's development and learning. All planning starts with observing children in order to understand and consider their current interests, development and learning.'

Statutory Framework for the Early Years Foundation Stage (2008)

## Observation, Assessment and Planning

Long term planning consists of a broad theme for the term. Activities around this theme are then recorded on the medium term plan for each half term. These activities are then included in daily short term plans.

However, it is children's interests and needs which really guide short term planning. Practitioners will begin by observing children to ascertain their interests, areas of strength and development needs. They will plan to meet children's needs and carry out the process again - observing, assessing and planning.

Observations are often carried out incidentally, a practitioner will record something a child has said or done if they feel it shows significant progress or achievement by the child. Some observations are planned for and involve a practitioner observing a child for a specified period and assessing the learning and understanding demonstrated by the child. Observations may be carried out during focused activities which are led by an adult, or whilst the child is playing freely.

It is expected that at least three pieces of evidence of learning are included in each child's portfolio each half term. 80% of observations should be of children participating in independent, self-chosen activities. Therefore, no more than 20% of observations should come from adult-led activities. All evidence should be annotated using the observation labels. Observations should include the date, context, child's comments, a comment on the child's development and next steps. Practitioners in the EYFS also carry out 'follow on learning' observations. These observations are

shorter, and refer to a previous observation, showing that a child has met or is working towards the next steps identified by an adult.

Observations make up formative assessment in the EYFS. Summative assessment is carried out once a term. Summative assessment is carried out by looking through the 'Development Matters' document and deciding which age range is the 'best fit' for each child in each area. For example, it may be decided that, in the Making Relationships strand of PSED, a child is working within the 30 - 50 month age range. It is then up to practitioners to decide whether a child is 'emerging' in that age range, 'working within' it or that they are 'secure.' Practitioners must use their professional judgement and knowledge of the child to support them in doing this. There are no set criteria, such as a percentage of the Development Matters statements met by the child, to determine whether a child is emerging, working within or secure.

Once all children have been assessed against all 17 strands in 'Development Matters', the data is entered into software for analysis (as of Spring 2015, the software being used is still the Primary Progress Toolkit.) A 'c' following the age range denotes 'emerging', 'b' equates to 'working within' and 'a' stands for 'secure.' For example, 30-50a would signify that a child was 'secure' in the 30 - 50 month age range.

Practitioners' judgements of children's attainment is moderated in the following ways:

- in school during EYFS meetings, when all members of EYFS staff contribute to summative assessment decisions. These meetings take place termly.
- in school during whole staff meetings when teaching staff moderate judgements. This meeting takes place yearly.
- with 6-8 other Camden schools during moderation locality cluster meetings. These meetings occur termly.
- with other Camden schools during Local Authority moderation sessions. These meetings take place yearly.

In addition to this, EYFS consultants from the Local Authority will moderate assessment judgements at least once every 4 years.

At the end of Reception, all children are assessed against the seventeen Early Learning Goals. The Reception teacher, with input from other staff in the EYFS, will decide whether each child has met the Early Learning Goal in each strand and is therefore at the 'Expected' level, whether they are yet to meet it and are 'Emerging', or whether they have 'Exceeded' the Early Learning Goal. This is the EYFS Profile.

EYFS profiles must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Practitioners will consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills

and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

A brief written summary of children's progress is sent to parents or carers in the Spring term. This is followed by a more detailed report in the Summer term. Parents of children in Reception shall be informed of whether their child has met, exceeded or is emerging towards the Early Learning Goals. Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.

### The Learning Environment

A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces. The Nursery and Reception classrooms are organised in a way which encourages children to be as independent as possible. The classrooms have areas which promote learning in all seven areas of the curriculum and allow children easy access to resources.

Teaching and learning takes place in a range of contexts, including adult-led, small group activities, one to one work and some whole class sessions on the carpet. However, time for children to choose activities and play independently is crucial as this is the time when they can apply their knowledge and learning.

Children in the EYFS also have access to an outdoor area. We recognise that being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. It also offers opportunities for doing things in different ways and on different scales than when indoors. Outdoor play offers children the freedom to explore, use their senses, and be physically active and exuberant. It gives children first-hand contact with weather, seasons and the natural world, and therefore children use the outdoor area regardless of the weather, with appropriate clothing supplied and worn.

## **Learning and Development**

'Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.'  
Statutory Framework for the Early Years Foundation Stage (2008)

## Play and Exploration

Play is of utmost importance to young children and their learning. Through play, children can try things out, solve problems, take risks and use trial and error to find solutions. They build upon their own experiences to learn new concepts and skills. Through playing with others, children also learn how to interact with others.

Practitioners plan for and support children's play, and always intervene if play is racist, sexist or in any way unsafe, violent, bullying or offensive. By getting involved in children's play, practitioners can also extend and develop children's language and communication skills.

## Creative and Critical Thinking

Creativity must be encouraged throughout the curriculum, not just in the arts. There may not be an end outcome such as a picture, song or play, and it is difficult for children to be creative if they are making a piece of work which looks just like everyone else's. Practitioners at Christ Church encourage children's creativity by talking them through processes and getting involved in thinking with children. Adults must show genuine interest in what children are doing, offer them encouragement and ask open questions. Practitioners also support children exploring by allowing them to transport resources around the indoor and outdoor areas, using them in new ways.

## Areas of Learning

The EYFS curriculum consists of seven areas of learning. All seven areas are equally important and are inter-related. For example, handwriting, which falls within the area of Literacy, is closely linked with the skills of being able to hold an implement in one hand, which is covered in Physical Development.

However, there are three areas of learning which children must develop first in order for other learning to take place. These three areas are called the **prime** areas of learning and are:

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

The other four areas of learning are called the **specific** areas and are:

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

All areas are delivered through a balance of independent and adult-led activities. In each area, the 'Development Matters' objectives state what is expected of children at different ages, whilst the Early Learning Goals outline what children are expected to achieve by the end of their time in reception.

## **Staff in the EYFS**

The main aim of all staff working within the EYFS at Christ Church is to promote the learning, well-being and overall development of all children.

### **Safeguarding**

All staff working in the EYFS must have up-to-date safeguarding training and be familiar with the school's safeguarding policy.

### **Ratios**

In the Nursery class, which is attended by children aged three years and above, there must be one adult with Qualified Teacher Status or an equivalent level 6 qualification. There must be one adult for every 13 children.

The Reception class is subject to the School Admissions (Infant Class Size) Regulations 2012 which state that there must be one adult with Qualified Teacher Status and no more than 30 children.

### **Language**

One of the main aims of staff working in the EYFS is to promote the speech and language development of children. It is crucial that staff working in the EYFS have sufficient understanding and use of English to ensure the well-being of children. For example, staff must be able to summon help in an emergency, keep records and understand instructions for the administration of medicines in English.

### **Training**

Christ Church will ensure that all staff working in the EYFS receive training in child protection and safeguarding, and that all staff are aware of our emergency evacuation procedure, health and safety issues and our Equality Policy. Staff shall also be supported in understanding their roles and responsibilities.

The teachers and Nursery Manager will attend weekly INSET sessions on Mondays from 3:45- 5:00pm. All staff working in the EYFS will attend weekly EYFS meetings, which includes planning, assessment and training, on Wednesday from 3:45 - 4:30 pm.

In addition to this, staff are encouraged to attend training sessions led by the Local Authority, London Diocese Board for Schools and other external providers. The training may be identified as an area of development by the EYFS leader or SLT. Alternatively, a staff member may request that they attend a course which would support them in meeting a Performance Management target or an area of development in the EYFS action plan, for example.

### **Fitness for Work**

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.

The EYFS leader and SLT must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored out of the reach of children at all times.

### **Monitoring and Review**

It is the responsibility of all staff in the EYFS to follow the principles stated in this policy. The Headteacher and Deputy Headteacher will monitor its effectiveness.



