



**Horn's Mill**  
Primary School

# **Early Years Policy**

## **2023/2024**

**Approved by Governors:** February 2015

**Reviewed:** October 2017, October 2018, Nov 2021, September 2023,  
September 2024

**NEXT REVIEW:** September 2024

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## Statement of intent

At Horn's Mill Primary School, our EYFS curriculum is specifically designed to encourage independent, inquisitive and happy learners. Children's wellbeing is at the heart of our curriculum and a strong emphasis is placed upon children feeling safe and secure, whilst building positive relationships with teachers and peers. We recognise children's prior learning and various starting points, and create a holistic curriculum that maximises cross-curricular links, supports vocabulary and language development and builds strong foundations for their future. Every child is recognised as a unique individual and our curriculum provides them with the opportunities to follow their imagination and creativity.

This policy has been developed in conjunction with the relevant 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.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2023 handbook'
- DfE (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Photography Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Health and Safety Policy
- Fire Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

The governing board is responsible 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.
- 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.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

### 3. 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 overarching principles known as the '**Characteristics of Effective Learning**', 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, our 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.
- Ensures that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

### 4. Learning and development

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

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience (*Appendix 1*). The EYFS team record observations of children's needs & interests and possible next steps in our class observation book (*Appendix 2*). These notes are then used to inform changes to EYFS provision on daily and concurrent basis.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The '**prime**' areas of learning and development are:

- Communication and language:
  - Listening, attention and understanding
  - Speaking
- Physical development:
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development:
  - Self-regulation
  - Managing self
  - Building relationships

The '**specific**' areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing
- Mathematics:
  - Numbers
  - Numerical patterns
- Understanding the world:
  - Past and present
  - People, culture and communities
  - The natural world
- Expressive arts and design:
  - Creating with materials
  - Being imaginative and expressive

In organising and implementing educational programmes, our school ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- *Playing and exploring* – children investigate and experience things, use what they know in their play and are willing to try new 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 use what they already know to learn new things, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1 and beyond, is set out in the school's Teaching and Learning Policy.

A copy of our EYFS Curriculum is also available on the school website, on our EYFS page.

<https://www.hornsmill.cheshire.sch.uk/page/early-years-foundation-stage/133105>

## 5. 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 EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs. Through formal and informal discussions the Early Years team will evaluate the evidence and build an individual picture of children's progression or areas that require additional support. This evidence will be accessible to the children, parents and other professionals on a daily basis. Parents will be actively encouraged to contribute to the learning journeys to create a holistic view of their child's learning and development.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- Termly Assessment – Children are assessed against Development Matters & the ELG's using the stages: ***0-3 years Working Within, 0-3 Developing, 0-3 Secure, 3-4 Working Within, 3-4 Developing, 3-4 Secure, Emerging, Expected***. All data is recorded on INSIGHT.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school ensures that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children. This will be recorded in children's individual learning journey's on a half

termly basis. Titled 'My Half Term Learning, these brief recordings of learning will consist of photos, learning moments, short reports with next steps and WOW moments from home that show a journey of learning across the children's Reception year.

The school reports EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

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 it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

## **6. Inclusion**

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO, Emily Hughes.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

## **7. The learning environment and outdoor spaces**

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is free-flowing during Continuous Provision, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe. Children access the outdoor environment through the outside classroom door, which is exclusively for Reception only.

There are 2 toilet facilities available to the EYFS, and there are hygienic changing facilities located in the Reception classroom containing a supply of towels and spare clothes. Nappy changing facilities are also available.

## **8. 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 *Mrs Sharon Wyatt*. The deputy DSL is *Mrs Ali Lewis*.

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.

## **9. Health and safety**

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs verbally or via text, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in on CPOMS. The head teacher 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.

A first-aid box is located in 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. Parents must give consent and signature is recorded on CPOMS.

Any food or drink provided to children is healthy, balanced and nutritious. 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 in individual drinking bottles. These are washed in the dishwasher daily.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy in place.

## **10. Staffing**

A robust Safer 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 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.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

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:

- For children in Reception classes:
  - Class sizes will be limited to 30 children per school teacher.

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.

## **11. Information and records**

Information is stored in line with the UK 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, including information about all persons who have parental responsibility for the child 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 children
- How the school delivers the EYFS and how parents can access more information via our website.
- 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
- Details of the policies and procedures in place in the school's EYFS
- Staffing details and a telephone number for parents to contact in an emergency

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

## **12. Parental involvement**

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to 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. Learning Pod will be utilised for confidential discussions between staff and parents.

There are several opportunities for parental involvement across the academic year including outdoor learning trip to Delamere Forest, Catch up & Cake sessions and open afternoons.

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 when starting Reception.

## **13. Transition periods**

The following process is in place to ensure children's successful transition into Reception from Nursery/Pre-school settings:

- Nursery/pre-school visits during the Summer term
- For children attending Horn's Mill Pre-School (onsite), Monday transition afternoons consisting of forest school and singing time.
- EYFS lead to visit pre-school on a weekly basis.

- Stay & Play session during the Summer term with parents attending.
- Staggered start during the first week in September including a sharing session for parents to attend.

The following process is in place to ensure children's successful transition to Year 1:

- Parents are invited to a welcome meeting to ensure they know about school procedures and allocation of classes, and to voice any concerns they may wish to express.
- The children are invited to a number of visits throughout the year to their Year 1 class. The first visits are within their Reception settings, allowing the children to feel secure in the new environment. In the Summer term, the children complete 'Transition Day' without the support of the early years practitioners or parents.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

## **14. Monitoring and review**

This policy is reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

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 *September 2024*.

## 15. Appendix

1.



### Enhanced Provision

WK beg: 26.9.21

<p><b>Challenge Table</b></p> <p><b>Focus:</b> Fine Motor Skills, WR</p> <p><b>Activity:</b> Help the pirates find the treasure</p> <p><b>Resources:</b> tray, sand, glitter, coins, string, tweezers</p> 	<p><b>Light Table</b></p> <p><b>Focus:</b> Fine Motor</p> <p><b>Activity:</b> Patterns on the light panel</p> <p><b>Resources:</b> Pattern cards, coloured sand in tray.</p> 	<p><b>Outdoor Board</b></p> <p><b>Focus:</b> Lit – Writing</p> <p><b>Activity:</b> Make a mark on the map</p> <p><b>Resources:</b> map outline, chalk pens, paints</p> 
<p><b>Outside Tuff Tray</b></p> <p><b>Focus:</b> PSED, C&amp;L</p> <p><b>Activity:</b> Beebot challenge</p> <p><b>Resources:</b> beebot, map</p> 	<p><b>Cable Reel</b></p> <p><b>Focus:</b> Small world, C&amp;L</p> <p><b>Activity:</b> Opportunity for role play</p> <p><b>Resources:</b> pirate themed ship, treasure box, map, story text</p> 	<p><b>Dough Area</b></p> <p><b>Focus:</b> Number, FM</p> <p><b>Activity:</b> Number recognition</p> <p><b>Resources:</b> play dough mats, gems</p> <p><b>Writing Table</b></p> <p><b>Focus:</b> Literacy, EAD, C&amp;L</p> <p><b>Activity:</b> Chalk Pirate Flags</p> <p><b>Resources:</b> Black paper, chalks, pirate flag images</p> 

2.

<i>Observation</i>	<i>Interaction comments</i>	<i>Next steps/ideas for enhancements</i>