



Early Years Foundation Stage (EYFS) Policy

ALLEN EDWARDS PRIMARY SCHOOL



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Early Years Foundation Stage (EYFS) Policy

Policy Statement

We believe all pupils are entitled to a secure and consistent start to their educational journey. We promote high-quality teaching and learning of the foundational skills, knowledge and understanding providing the basis for future learning. The EYFS curriculum will ensure that all children experience a well-balanced education with opportunities for developing their abilities and life skills so that they may take a valuable, positive and active place in society. The entitlement is for each pupil, regardless of age, gender, race, religion or disability.

This policy should be read in conjunction with the school's Strategic Aims, the school's policies on Equal Opportunities, Teaching and Learning, Curriculum and Inclusion and the school's EYFS handbook.

Rights Respecting School

At Allen Edwards Primary School, we are committed to the United Nations Convention on the Rights of the Child (UNCRC) and have achieved our Gold accreditation through the dedicated work that our community has committed to and will continue to do. We strive to ensure that we are fulfilling the rights of all children by providing them with an inclusive environment where they feel safe and confident enabling them to reach their full potential and prepare them for an ever-changing world.

Article 2	Non-Discrimination	At Allen Edwards, children, staff, parents and governors guarantee that children are not discriminated against because of their abilities. All staff work closely together to ensure that strategies and interventions are in place to support children so that they can achieve their full potential and can access a curriculum that allows them to flourish.
Article 6	Life, Survival and Development	At Allen Edwards, children, staff, parents and governors ensure that we provide a tailored curriculum and learning experiences that meet the needs of all children so that all children develop to their full potential.
Article 18	Parental Responsibilities and State Assistance	At Allen Edwards, children, staff, parents and governors work hard to develop working partnerships to support pupil's safety, health, wellbeing and learning at home and at school. Learning, at different points of the year, is shared and celebrated with parents.
Article 29	Goals of Education	At Allen Edwards, children, staff, parents and governors recognise that every child has talents and abilities that need to be encouraged and developed.

Article 31	Leisure, Play and Culture	At Allen Edwards, children, parents, staff and governors advocate for a play-based approach to learning in the Early Years. This allows children to develop their own interests further, experience new learning opportunities, recognise the value of building friendships and identifying ways in which they can be a good friend.
Article 42	Knowledge of Rights	At Allen Edwards, children, parents, staff and governors recognise the importance and value of actively teaching children about their rights across a broad and balanced curriculum applying the rights to each area of learning.

Aims and Expectations

The Statutory Framework for the Early Years Foundation Stage states that ‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’ (Statutory Framework for EYFS, 2021).

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- That children build upon their prior knowledge and experiences through collaboration and independence providing a secure foundation for their future learning
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- That a structure for learning is offered that has a range of starting points and unlimited opportunity for development
- That the value of play as a learning experience is promoted
- A deep love of learning and children develop characteristics to become effective learners
- A close working partnership between staff and parents and/or carers
- That the learning environment is welcoming, stimulating, supportive and safe and that children and their parents feel secure and happy
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- That staff work as an effective team to enable every child to fulfil their potential across the EYFS

Our expectation is that all staff will ensure that pupils receive a curriculum which is:

- Broad
- Balanced



- Coherent
- Relevant
- Linked to their interests while providing learning opportunities beyond their interests

Achieving our Aims and Expectations

In order to achieve our aims and expectations, the school will:

- Ensure that all children and their families feel safe, valued, included and respected
- Promote parents as partners in their child's learning
- Help children to feel secure and develop strong relationships with their teachers and additional adults within the class
- Promote the 'Key Worker' system to ensure children are identified and tracked by a key person
- Promote a safe, challenging, rich and varied indoor and outdoor learning environment
- Provide children with the opportunities to play, to engage in active learning and to think creatively and critically
- Ensure all seven areas of learning are given equal coverage and that planning is based on observations of children, their interests and their next steps of learning

Legislation and Guidance

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years.

At Allen Edwards, we have one Nursery class, which offers full-time and part-time places. The Nursery class has 40 places and children are offered a place in the September following their third birthday. After a child's third birthday and if there are spaces available, children can be offered a place throughout the academic year. In Nursery, staffing includes a teacher and two additional adults (teaching assistants/ Nursery Nurses). Part-time children attend our Nursery for 3 hours each day (mornings or afternoons). At the school's discretion and in exceptional circumstances, Nursery part-time places can be offered for 2.5 days per week (e.g. Monday to Wednesday lunchtime or Wednesday afternoon to Friday).

At Allen Edwards, we have two Reception classes. Each Reception class has a teacher and at least one additional adult (teaching assistant/ Nursery Nurse) depending on children's needs. All children attend Reception full-time. Those children who require a slower transition may have a staggered start building up to full-time according to their needs and abilities.



Before beginning Nursery or if they are new to the school when joining in Reception, children, along with their parents/ carers are invited into school for a Stay and Play. This allows the teacher and parent/ carer to begin to build a working relationship and enables the school staff to identify the child's needs, abilities and interests to best support their transition into our setting. A member of the inclusion team or senior leadership team will be part of this meeting to ensure appropriate support is given when the children begin at Allen Edwards.

Roles and Responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets for EYFS
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to and that:

- All required elements of the curriculum and the seven areas of learning have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on EYFS targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

The Curriculum Leader maintains an overview of Early Years and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

The Early Years Lead is responsible for the implementation of this policy and will:



- Provide a strategic lead and direction for the phase
- Support and offer advice to colleagues on issues related to the phase
- Monitor pupil progress in that phase
- Provide efficient resource management for the phase

The school gives the Early Years Lead non-contact time so that he/she can carry out the necessary duties involved with his/her role. It is the role of the Early Years Lead to keep up to date with developments in the phase, at both national and local level. They review the way the phase is taught in the school and plan for improvement. This development planning links to whole-school objectives.

The Early Years Lead reviews the curriculum plans for the phase, ensures that there is full coverage of the Statutory Framework for Early Years and Foundation Stage, including aspects of the curriculum we have selected as vital from Development Matters and Birth to Five, learning intentions are clear and that progression is planned and seen within provision and outcomes. The Early Years Lead cover diary illustrates how he/she spends his/her release time so that it can be monitored and a record is easily accessible to anyone of how his/her release time is being spent. These will then feed into yearly action plans.

Class teachers have the final responsibility for planning (medium and short term) to ensure that the requirements of the Statutory Framework for Early Years Foundation Stage are covered and the needs of all children are met. He/she should seek support, advice and guidance from subject leaders and the Curriculum Lead where appropriate and necessary to enable quality-first teaching of a rich, broad and balanced curriculum.

Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

Communication and Language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing self Building relationships
Physical Development	Fine motor Gross motor

The prime areas are strengthened and applied through four specific areas:

Literacy	Comprehension Word reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities
Expressive Arts and Design	Creating with materials Being imaginative and expressive

At Allen Edwards, the curriculum across EYFS is school-developed using the Statutory Framework for EYFS, Development Matters and Birth to Five. It is designed in a progressive and sequential way to ensure progress towards the Early Learning Goals (ELGs). At the core of our EYFS curriculum is our core texts. Reading plays a central role in our curriculum across EYFS and the themes covered each term directly related to the core texts. This provides enriching experiences for the children and allows them to develop and apply their learning across a term in multiple and varied ways.

At the centre of our curriculum are five key drivers, which together form a whole school vision and reflect the unique character and locality of our school. These drivers give children the skills and strategies necessary to be lifelong learners and successful adults.

- **Community:** At Allen Edwards, we value being part of a diverse and stimulating community and actively seek opportunities to reflect this in our curriculum. We believe it is essential to work together as we learn, inviting parents and carers to take an active role in the education of their children.

- **Collaboration:** Learning to work effectively with others is a vital life skill, and a key focus of our curriculum. Work at Allen Edwards is devised to allow a range of paired, group and whole class activities, to ensure children learn how to cooperate, negotiate, share and empathise with their fellow learners.
- **Communication:** Effective language skills are essential for children to access the curriculum and central to their social, emotional and intellectual development. We provide opportunities throughout the curriculum for children to develop these skills, gaining the confidence to communicate effectively with their peers and adults. The ability to ask and answer questions is a vital skill for provoking and shaping new thinking and ensuring progression.
- **Possibilities:** At Allen Edwards, we have high expectations of all our pupils and encourage them to always strive to do their best and excel in their learning. Alongside key skills, our curriculum allows pupils to develop imaginative and creative thinking, strategies for problem solving and values that they will take with them into the wider context of real life.
- **Resourcefulness:** Our curriculum is designed to evolve and change as the world does around us. Actively encouraging resourcefulness means pupils are encouraged to take responsibility for their own learning journey, to seek new ways to approach problems and activities and to regularly review and reflect upon their work and achievements.

In addition to these drivers, we have a core focus on pupil's spiritual, moral, social and cultural development (SMSC) that is embedded in all areas of the curriculum. A positive school ethos which emphasises effort and achievement encourages pupils to respect themselves and others, develop a strong sense of self-esteem and become confident individuals who can flourish and thrive. SMSC is further developed through our use of school values: **honesty, kindness, respect, trust and tolerance**.

Our curriculum also supports the development of the British Values: democracy, rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs. Our Rights Respecting Schools learning allows the children to develop a secure understanding of different aspects of the British Values and understand why they are important in the school community and the wider community.

Planning

Working collaboratively within their year group teams, staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas. The specific areas of Literacy and Mathematics have a raised profile because of the low starting points of our children. Activities across provision and interventions allow for the development of these areas as well as tailored carpet sessions throughout the week.

Staff work on evolving weekly plans for both carpet sessions and provision-based activities to ensure all seven areas of learning are developed throughout a week. Amendments and adaptations are made where necessary to inform the next day's planning.

In addition to the thematic approach used, staff also take into account the individual needs, interests and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Interventions are planned for and activities differentiated to meet the needs of every child, including developing the knowledge, skills and understanding of more-able learners.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Staff plan for a range of activities across a week, including drama and role play, sharing stories, learning through games, modelling and problem solving. During planning sessions, discussion takes place to ensure activities allow for Characteristics of Effective Learning to be demonstrated and embedded.

Communication and Language and Literacy are further developed through the school's use of Read, Write Inc. Staff across Early Years follow the planning to meet the needs of the children to allow each child to progress in their Reading, Writing and Spoken Language. In Nursery, Read, Write Inc. is begun in the Summer term to prepare children for the transition into Reception. Prior to this, children identify sounds around them, begin to recognise letters in the environment and explore rhyme, alliteration, body percussion and instrumental sounds. In Reception, Read, Write Inc. is begun in the Autumn term. As children's stamina to focus increases throughout the Autumn term, the Read, Write Inc. lessons develop skills further to enable fluency to be achieved. By the Spring term, Reception children are able to take part in an hour Read, Write Inc. lesson and can be grouped with children from across KS1, where needs match.

Maths lessons are taught more discretely across the term to ensure core skills, knowledge and understanding is secured and embedded for the children. This will support them as they move through EYFS and into Year 1.

Activities based on skills may be led by adult facilitators in the indoor and outdoor classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding. Child-led activities may be instigated when the child brings something to the setting. Resources, stories and pictures may be used to support this interest.

Children are encouraged to challenge themselves through self-selecting tasks and completing their journey weekly up to challenge mountain. The activities offer opportunities for extended learning and are structured to develop their learning.

Teaching

Teaching and learning experiences and opportunities are carefully managed and balanced across EYFS. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. There is a balance of child-initiated activities and learning alongside adult-led activities across each school day. Children self-select many tasks through the continuous provision throughout the day, which means that the purpose and quality of adult and child interactions are an essential part of teaching. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. All adults model, demonstrate and question what the children are doing within the early years to support, guide and extend learning.

There are set routines that are followed each day within EYFS to ensure opportunities for learning. Designated times are set aside daily to develop the children's Maths, Literacy, Phonics, Communication and Language and appreciation and understanding of stories. Weekly teaching and learning time is used to support and extend the children's learning in Personal, Social and Emotional Development, Understanding the World and Expressive Arts. All children throughout EYFS participate in individual and group activities to develop their physical development. Gross motor skills are further refined during Physical Development weekly PE lessons with the school's sports coaches.

Carpet sessions provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and to concentrate. Children also have many

opportunities to develop their small-group work skills benefitting from working more collaboratively with a smaller group on a joint task or project. This allows the children to recognise the value of supporting one another and creating a collaborative class community.

In order to develop our children's love of reading, whole class story times, reading for pleasure and reading cafes are celebrated and important parts of the day. Children are exposed to a wide range of both fiction and non-fiction texts. These texts are often voted for by the children and link to the theme or learning being developed that week in Nursery or Reception. Sharing stories provide many opportunities for the children to hear and use new vocabulary and create a large part of a language-rich environment. Children are encouraged and supported to re-enact familiar stories during their self-selected play through drama, role play and puppets. This allows the children to further develop their awareness of traditional story structures and begin to learn the sequence of core stories within EYFS. Opportunities to enjoy books, develop language knowledge and increase awareness of story structure are facilitated throughout continuous provision as well as during story times.

Because reading is central to our teaching and learning in EYFS, every child across the phase is provided with a 'reading' book at least once per week. In Nursery, children take a picture book home that they can share with their families. At home, children can discuss characters, events and feelings within the story as well as using drama and role-play to retell the story. Children will also begin to recognise letters and sounds within story books as their learning develops throughout Nursery. Children in Reception also take a book home to share with their families to continue to nurture the love of reading.

In the final term of Nursery and from the start of Reception, daily phonics teaching begins. As the children progress through their learning of sounds in the Read, Write Inc. programme, decodable books to read at home will be shared. These books will be taken home by the children once they have learnt the sounds within the book so that they can practise and apply their sounds to words through blending. Additionally, to the decodable book being sent home in Reception, the Read, Write Inc. storybook the children have been learning about is sent home after the learning is completed in school. This allows the children to repeatedly read the book to develop both fluency and understanding.

Engagement in the natural environment is an important element of our Early Years provision, as it gives opportunities for pupils to interact with nature in an environment that they do not have much access to as well as building opportunities for purposeful play, interaction with peers, modelling and use of subject specific vocabulary. For this, children in Reception attend Nature Garden to allow for further opportunities to work in a forest school setting.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. During the transition into Year 1, children can access freeflow provision in the Autumn term to support with the change towards more formal learning.

In the early years, we utilised a variety of key teaching and learning strategies to support the children's learning and development:

- Modelling. This would include modelling play, modelling interactions, modelling learning, modelling writing or Maths. Children learn effectively if they see the expectations of their learning across all seven areas.
- Questioning. Effective questioning to support and move forward play and learning are important within EYFS. Language to answer questions will be modelled and supported by the adults within the EYFS team.

- Narrating play and speaking thoughts aloud to provide language for interactions and play amongst the children.
- Giving instantaneous, verbal feedback to support and extend opportunities for learning within and across the continuous provision.
- Use of concrete objects and real-life scenarios to make the learning meaningful and purposeful for the children as well as ensuring it is a memorable learning experience.
- Visuals to support understanding and use of different learning styles to ensure all learners are catered for, e.g. counting through actions in Maths.
- Imaginative play and role play is used as a teaching tool frequently to allow children to develop their communication and language as well as their understanding across different areas of learning.
- Learning through song and dance.

This is not an exhaustive list of teaching and learning strategies but some of the key strategies we employ across EYFS.

Play

At Allen Edwards, learning through play underpins our approach to teaching and learning in EYFS. We recognise and embrace that young children learn best from activities and experiences that interest and inspire them. Continuous provision starts in our Nursery, runs throughout our Reception and is used to support the children's transition into Year 1. Learning areas across these year groups are set up in the indoor and outdoor classrooms. Each learning area has cross-curricular resources, which the children can independently access throughout the day. Learning experiences in Reception build upon and deepen the learning in Nursery and those in Year 1 build progressively on from Reception. This continuous provision provides children with stimulating, engaging and active play to encourage creativity, imagination and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace.

Play gives our children the opportunity to develop and nurture their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play, without interfering, whilst developing skills and language.

We value the importance of outdoor play equally to indoor play and the space that outdoor play provides for bigger games, louder experiences and messier investigations. Our freeflow provision and offer allows children opportunities to play equally in both classrooms (indoor and outdoor) so that they can develop and harness their skills, knowledge and understanding across all seven areas of learning in engaging and motivating ways.

Year 1 Transition

At Allen Edwards, we recognise the importance of the move from the Early Years Curriculum to the National Curriculum for children who have developed and progressed with play-based learning. In order to support this continued curiosity for learning, we promote the same flow of structure and learning within the Year 1 classroom that has occurred within the Reception classroom. We believe that by ensuring that positive relationships are supported through an environment that enables learning we are allowing for each unique child to succeed.

Year 1 teachers will work with the EYFS team in the Autumn term and where possible towards the end of the Summer term of the previous year to ensure that the same

Ratified by Governors September 2022

motivating, engaging and stimulating provision is provided for children in the Autumn term of Year 1. Year 1 teachers will ensure planning for provision enables carpet sessions that are focused sessions that then lead into adult and child-led free flow play utilising both the indoor and outdoor areas. Planning around each Theme will follow the EYFS provision planning structure and gradually change to reflect the national curriculum structure used throughout KS1 and KS2.

During Year 1, children are given the opportunity to develop independence that characterises good Early Years' practice, motivates and challenges them. There are opportunities for children to learn both indoors and outdoors. The characteristics of effective learning and the enabling environment play a crucial role in the Year 1 curriculum, particularly for those children who had not achieved a Good Level of Development (GLD) upon leaving Reception. Assessment in the Autumn Term for those pupils is used against the Early Years Assessment criteria as well as the Year 1 criteria to ensure that pupils have achieved a Good Level of Development by the end of the Autumn Term. As the terms progresses, the outdoor learning environment is used for more focused adult led activities in English and Maths.

Towards the end of the Autumn term, teachers, supported by leadership, will gauge the readiness of children to move towards a more structured KS1 classroom. Each child will be considered and where possible the play-based approach to learning will remain within the Year 1 daily structure utilising both the indoor and outdoor space.

Assessment

At Allen Edwards Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. Observations are recorded on Evidence Me and indicate where the children are meeting the age-related objectives and where more support is required to enable children to make further progress. These observations are used to shape future planning because staff identify next steps for the children to work on. Staff also take into account observations shared by parents and/or carers. Observations are regularly taken of the children to ensure that key learning moments are captured. Long and short observations are used across a term to allow for evaluations to be made about children's characteristics of learning as well as how they are demonstrating progress. All observations are purposeful and meaningful detailing something new about a child in order to map progress, development and understanding. Observations may include photographs or videos showing how the children are participating in an activity or the outcome they have produced.

When a child enters Nursery, the Nursery teacher alongside her team will take time to evaluate the child's starting points. Strengths and areas for development are identified and learning begins immediately. As a school, we gather Baseline data in November, mid-point data in February and end of year data in June/July. Ongoing assessments through the use of Evidence Me and Learning journeys inform these assessment points. Interventions and targeted teaching is used to ensure misconceptions are addressed and gaps are closed as soon as possible to give the children the best chances to achieve their full potential.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). This is a government assessment and a report is produced for each child. The Reception team will undertake their own Baseline activities to enable them to make Baseline judgements at October half term. Mid-point data is collected in February.



Interventions are put in place throughout the year to ensure gaps are narrowed and closed to give all children the best possible chance of achieving.

Throughout the year, every term, the children will be assessed in line with the Read, Write Inc. programme. This will inform groupings and planning to ensure that the needs of the children are met to enable them to become able decoders, competent spellers and fluent readers. Please see the English policy for more information.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals (ELGs), indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. These are shared on the child's school report.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with Parents

The EYFS setting cannot function without the enduring support of parents and carers. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. At Allen Edwards, we aim to foster caring relationships with all our families to enable them to feel supported, secure and happy within our community. By building these relationships, we aim to ensure parents understand that we place their child's interests at the heart of our practise and that we can work together to ensure the best opportunities are provided for all our children. We recognise the importance of parents and/or carers through regular engagement, including:

- Initial information and admission meetings for completion of admission forms and to sign permission/ consent slips
- Having an open-door policy to enable parents to come and speak with staff should they have any concerns
- Three opportunities, one per term, for parents to meet with their child's teacher
- Parent meetings about the children's learning, e.g. Meet the Teacher, phonics
- Events and activities throughout the year, which bring together children, parents and the school. E.g. Black History Celebration, reading cafes, end of year celebrations
- Sending activities home for parents to complete with their children to support the learning and development in school

Parents and/or carers are kept up to date with their child's progress and development. Termly parent meetings and the annual report including the EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We encourage the parents to share observations from home on Evidence Me so that we can develop a holistic picture of the children and their development.



Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. Support from the inclusion team is provided where a child has additional needs to ensure that routines and structures are consistent between school and home.

Home learning is shared on Class Dojo weekly for EYFS children. These are activities, investigations and discussions that the children can have with their parents and/or carers to further develop their curiosity, knowledge and understanding. The children take home a picture book each week that they can share with their parents and/or carers to encourage a love of reading at home as well as in school. To continue this love of reading, parents are invited in to reading café once every week to share and discuss books and stories in the classroom setting. When the children are ready, they will be given a decodable book to take home. These books will revisit sounds that they have already learnt and provide opportunities for the children to blend sounds into words. Parents and/or carers can make notes in the children's reading records to continue communication about their child's reading with teachers.

Safeguarding and Welfare Procedures

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We carry out daily risk assessments throughout EYFS to ensure our learning environments are safe for all.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- Healthy food choices
- The importance of drinking water
- Snack time and how to communicate with others during snack time
- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of keeping yourself clean

In Nursery, we follow statutory guidance for safety around supervised tooth brushing. Throughout EYFS, many of our staff are first aid trained to deal with injuries and medical concerns immediately.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Inclusion

We value all our children as individuals at Allen Edwards, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that all of our children have the best possible chances of success. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the



support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equal Opportunities, SEND, Curriculum and Teaching and Learning.

Monitoring

Governors monitor coverage of the Statutory Framework of Early Years Foundation Stage and compliance with other statutory requirements through:

- School visits to develop a clear understanding about the intent, implementation and impact of the phase
- Meetings with and observations of the pupils
- Governor meeting presentations by Curriculum Lead and Early Years Lead about the progress in the phase across the seven areas of learning
- Discussions with Curriculum Lead and Early Years Lead about data, outcomes, attainment and progress within the seven areas of learning

The Curriculum Lead and Early Years Lead will monitor the way the curriculum is taught throughout the phase by:

- Learning walks and lesson observations to understand curriculum implementation and provide support
- Planning scrutinies to ensure curriculum intent is clear and there is full coverage of the Statutory Framework of EYFS
- Observation looks, provision looks and learning journey looks to examine outcomes, learning opportunities and resources to support all learners
- Pupil voice to ensure development of knowledge and a love of learning across the phase is being instilled
- Data checks to monitor the attainment and progress of children within the EYFS

The Early Years Lead also has responsibility for monitoring the way in which resources are stored and managed.

If you would like to find out more information about Allen Edwards' EYFS, please contact Lauren Carrington (EYFS Lead) who is responsible for the early years. She can be contacted by telephone 020 7622 3985 or via email lcarrington@allenedwards.lambeth.sch.uk



Appendix 1 - List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding policy
Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See Supporting Pupils with Medical Conditions policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints policy