



Early Years Policy

Formally adopted by the Governing Board of:-	Magdalen Gates Primary School
Approved by:-	Nonnie Williams, Kathryn Davenport & Georgia Dale
Chair of Governors:-	Nonnie Williams
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Statement of intent

At Magdalen Gates Primary School and nursery, we greatly value the importance of the early year's foundation stage (EYFS) in providing a secure foundation for future learning and development. The children at Magdalen Gates need to make at least 8 year's progress during their 8 years with us. We take them from their first experience of school to starting high school. This is a significant educational, social, and cultural journey that we are responsible for. The EYFS team at Magdalen Gates Primary School recognise that they are a significant and unique part of this journey. At Magdalen Gates Primary School and nursery, we commit to giving the best quality and memorable start to the youngest children in their primary education journey.

We want the children at Magdalen Gates to love learning and coming to school. We want our youngest children to have a memorable first year at school where they are engaged learners. However, enjoying school and being highly engaged in learning happens because we have a carefully planned curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital needed to succeed in life. We need to continually ask ourselves "Are these children remembering or just making memories?" Both need to happen. School is for learning. We want our year 6 children to leave primary school ready to succeed at high school. The EYFS team know that by giving the youngest children the best start we really do play an essential part in Magdalen Gates success.

What does the EYFS look like in practice?

The EYFS long term plans follow the whole school themes and are underpinned by high quality story books that form a collection of core texts. Where there are obvious connections in the story, we link these to the themes. There is also dialogue between subject leaders to ensure that our youngest children receive the best possible foundation in the National Curriculum subject's areas. Lesson intentions are clear, and plans ensure that the subject shines through, alongside play activities in continuous provision.

What will the outcomes in EYFS be?

Over the past few years our baseline data has been low, with particular needs in Communication, Language and Literacy. Our aspiration for every child to make good progress from their unique starting point is at the heart of our everyday practice. To achieve good outcomes, we need to continually ask whether the children know what we think they know. Formal and regular assessments in reading (RWInc) and Communication, Language and Literacy (Welcomm) ensure that no child is left behind and that interventions are put in place if needed. For the best outcomes the EYFS team have ongoing discussions to ensure that the EYFS curriculum shows good coverage, content, and sequencing. We constantly review and improve what we have in place.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children positively learn and develop and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

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 statutory legislation, including, but not limited to, the following:

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

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

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

2. Roles and responsibilities

- 2.1. The governing body has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements.
- 2.2. The has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff.
- 2.3. The governing body has the overall responsibility for the implementation of this policy.
- 2.4. The governing body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The governing body has responsibility for handling complaints regarding this policy.
- 2.6. The EYFS lead, in conjunction with the head teacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

3.1. Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- Provide our youngest children with the best quality and memorable start to their primary education journey.

3.2. Four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

3.3. To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

4. Learning and development

- 4.1. The EYFS curriculum is based on an observation of children's needs, interests, and stages of development.
- 4.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 4.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.
- 4.4. The 'prime' areas of learning and development are:
 - Communication and language
 - Listening, attention and Understanding
 - Speaking
 - Physical development
 - Gross Motor Skills
 - Fine Motor Skills
 - Personal, social and emotional development
 - Self Regulation
 - Managing Self
 - Building Relationships
- 4.5. The 'specific' areas of learning and development are:
 - Literacy
 - Word Reading
 - Comprehension
 - Writing
 - Mathematics
 - Numbers
 - Numerical Patterns
 - Understanding the world
 - Past and Present
 - People, Culture and Community
 - The Natural World
 - Expressive arts and design
 - Exploring and using media and material
 - Being Imaginative and Expressive

- 4.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 4.7. The EYFS staff will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.
- 4.8. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- 4.9. Each area of learning and development will be implemented through a mix of adult-led and child-initiated activity.
- 4.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.11. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
 - Playing and exploring – children investigate and experience things and “have a go”
 - Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
 - Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. Inclusion

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

6. The learning environment and outdoor spaces

- 6.1. Our indoor spaces are large and well resourced. The children can select their choice of activities from zoned areas of the classroom.
- 6.2. The children have access to the outdoor space for most sections of the day, whatever the weather.
- 6.3. There are toilet facilities attached to the nursery and reception classroom.

7. Assessment

- 7.1. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 7.2. The government baseline assessment is carried during the first six weeks of the Autumn term for the reception children. This is used to measure the progress of each child during primary education.
- 7.3. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 7.4. The EYFS team share observations and next steps on with parents using "Tapestry" (online learning journey) and at parent's evenings which are held twice a year.
- 7.5. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.
- 7.6. At the end of the reception year parents receive a summary of their child's learning. The judgement is made against the Early Learning Goals, and we report whether a child is at the "emerging" or "expected" level.

8. Safeguarding and welfare

- 8.1. All necessary steps are taken to keep the children in our care safe and well.
- 8.2. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.
- 8.3. The lead DSL is the head teacher.
- 8.4. Deputy DSLs from The Senior Leadership Team support the DSL in his absence.

- 8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- 8.6. The deputy DSLs will undertake the duties of the DSL in his absence, but overall responsibility for safeguarding will remain with the DSL.
- 8.7. The DSL and deputy DSLs will undertake child protection training as required.
- 8.8. 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. Mobile phones and devices

- 9.1. For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

Use of mobile phones by staff members

- 9.2. Staff members must not use personal mobile phones or cameras when children are present.
- 9.3. Staff may use mobile phones on school premises outside of working hours when no children are present.
- 9.4. Staff may use mobile phones in the staffroom during breaks and non-contact time.
- 9.5. Mobile phones should be safely stored and in silent mode whilst children are present.
- 9.6. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must not be used to take images or videos at any time during trips.
- 9.7. Staff who do not adhere to this policy will face disciplinary action.
- 9.8. Staff may use their professional judgement in emergency situations.
- 9.9. Staff must report any concerns about another staff member's use of mobile phones to the DSL.

Use of mobile phones by parents, visitors and contractors

- 9.10. Posters are used around the school to indicate that it's a mobile free zone.
- 9.11. Parents, visitors, and contractors are not permitted to take photographs or record videos without prior permission.
- 9.12. Parents may take photographs and videos only containing their own child during school events.

- 9.13. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.
- 9.14. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media
- 9.15. Staff must report all concerns about parents, visitors and contractors to the DSL.

Use of the school's mobile phones and cameras

- 9.16. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.
- 9.17. School devices must have passcode protection.
- 9.18. School devices must only be used for work related matters.
- 9.19. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.
- 9.20. Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL's
- 9.21. School devices must not be taken off school premises without permission from the head teacher.
- 9.22. Where staff members have concerns over material on a school device, they must report all concerns to the DSL.

10. Health and safety

- 10.1. A first-aid bag is located in the nursery classroom, the Reception classroom and in the first-aid room in the KS1 end of school.
- 10.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 10.3. The school's Administering Medication Policy outlines the procedures for administering medicines.
- 10.4. A member of the EYFS team will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.
- 10.5. Accidents and injuries will be recorded in an accident book, located in the EYFS classrooms and first aid room.
- 10.6. 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.

- 10.7. The school has a Fire Evacuation and Lock Down Evacuation Plan in place and drills take place half termly.
- 10.8. The head teacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 10.9. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 10.10. Fresh drinking water is available at all times.
- 10.11. Smoking is not permitted on the school premises.
- 10.12. The Health and Safety Policy outlines the full health and safety policies and procedures.

11. Staff taking medication or other substances

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

12. Staffing

- 12.1. 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.
- 12.2. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 12.3. The EYFS lead holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.
- 12.4. Level 2 staff work jointly to provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and the head teacher.

- 12.5. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 12.6. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- 12.7. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- 12.8. The school will organise PFA training to be renewed every three years.
- 12.9. 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'.
- 12.10. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.
- 12.11. The school adopts the following staffing ratios:
 - For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
 - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.
- 12.12. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- 12.13. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.
- 12.14. Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

13. Information and records

- 13.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.
- 13.2. The following information is recorded for each child:
 - The child's name and date of birth

- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

13.3. The following information about the school is recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

13.4. The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

13.5. Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children.

14. Parental involvement

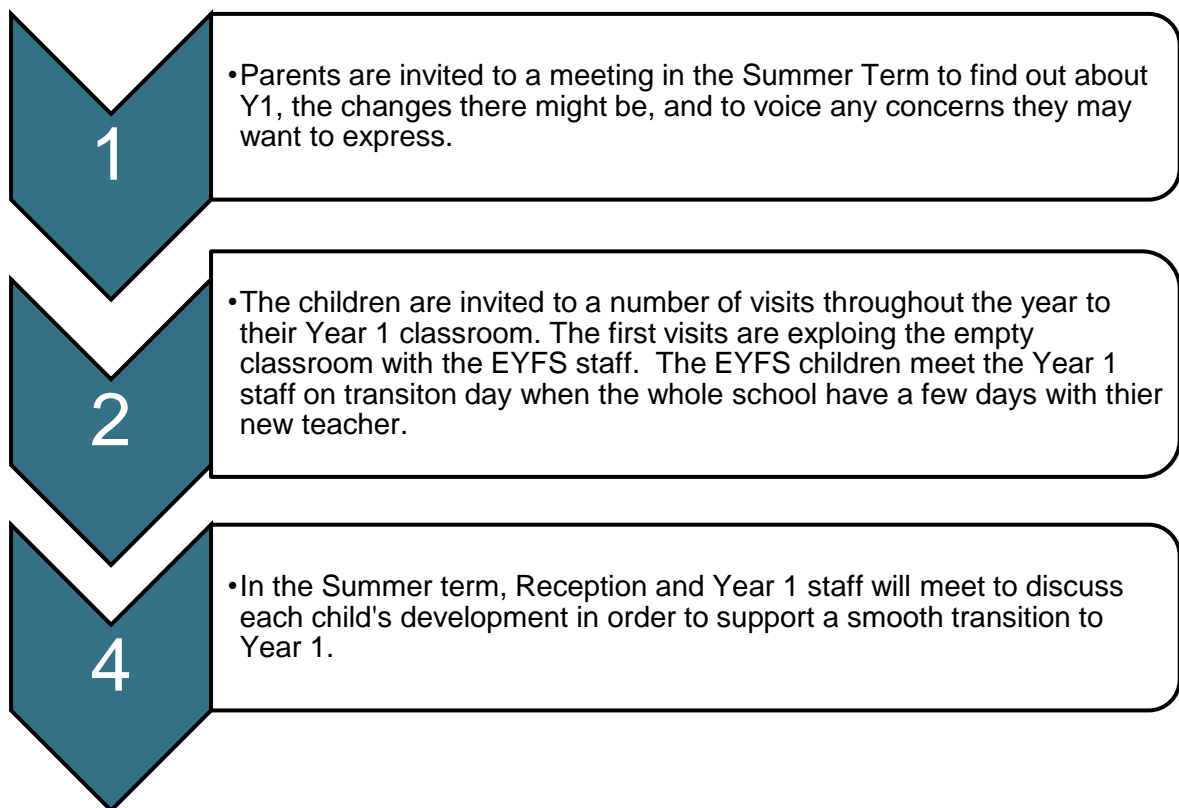
14.1. At Magdalen Gates Primary we aim to build positive and strong partnerships with parents in order to give each child the best start to their primary school journey.

14.2. Before children start our reception class parents are invited to a meeting in the Summer Term where the class teacher explains what to expect in the Reception Year.

- 14.3. Before children start our nursery class, parents and children are invited to join a session in the nursery followed by a meeting with the nursery lead.
- 14.4. Meetings with parents are carried out in July, followed by a “Stay and Play” session for the children. This ensures that relationships are quickly built, and that all families have the opportunity for an individual conversation.
- 14.5. Throughout the year, parents are invited to attend parent workshops, and complete weekend challenges and read with their children.
- 14.6. Parents are asked to complete admission forms, a medical form and asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.
- 14.7. Space will always be found for confidential discussions between staff and parents. This is the Nemo room in the first instance. Alternatively, the headteachers or assistants’ heads office should be used.

15. Transition periods

- 15.1. The following process is in place to ensure children’s successful transition to Year 1.



16. Monitoring and review

- 16.1. This policy is reviewed annually by the governing board and the head teacher.
- 16.2. Any changes made to this policy will be communicated to all members of staff.
- 16.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.
- 16.4. The next scheduled review date for this policy is January 2025

Tina Callaghan (EYFS/KS1 lead) January 2024