



FULFEN
Primary School

Leading the way
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

EYFS Policy

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Statement of Intent

Fulfen Primary School believes in providing all children with a safe, nurturing and stimulating environment that builds on each individual child's needs and interests. We provide children with a wide range of opportunities to learn through play. We ensure that adult-led learning is fun, engaging and suitably challenging. We value the importance of outdoor learning and ensure children have a wealth of opportunities to develop their thinking and problem-solving skills. We are committed to providing the best possible start for our children and instil a real love of learning. Through fun, creative teaching, we aim to actively engage, inspire and enable our children to flourish and succeed.

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 school staff and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Roles and Responsibilities

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

Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

Aims

Through the implementation of this policy, we aim to:

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



Four guiding principles shape our practice:

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

To put these principles into practice, the school:

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

Learning and Development

The curriculum is a top-level plan of everything we want the children to learn. Planning to help every child to develop their language is vital. Our curriculum is ambitious. Careful sequencing helps children to build their learning over time. Plans are flexible so that we can follow children's interests and develop their cultural capital whilst responding to their needs. Depth in learning is more important than covering lots of things in a superficial way. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

Pedagogy

Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching. We carefully organise the environment for high quality play. Sometimes, we make time and space available for children to invent their own play. Other times, we join in to sensitively support and extend children's learning. Older children, as they progress through Reception require more 'guided learning'.

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 equally important.



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

Maths

- Number
- 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

Activities are planned with careful regard to three characteristics of effective learning in the EYFS:

- **Playing and exploring** – children investigate and experience 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 develop strategies for doing things.



The Educational Programmes are as follows:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



The Early Learning Goals (see Appendix 1)

The level of development children are expected to attain by the end of Reception is defined by the Early Learning Goals set out in appendix 1.

Inclusion/SEND

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

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

Any staff member who has a concern regarding a child's development, will raise this with a senior member of the team, in the first instance. This member of staff may then decide to seek advice and involve the school Special Educational Needs Co-ordinator (SENCo). Staff will arrange a meeting with parents and involve them in deciding upon a course of action to meet their child's individual needs. If we feel it necessary, we will obtain parent's consent to seek further advice and assistance from outside professionals.

Staff aim to identify any special educational needs quickly, in order to promptly provide the extra help and support children need, to ensure that they progress well in their learning.

The Special Educational Needs Policy ensures all children receive the support they need and are given the best learning experience possible.

The Learning Environment

We recognise that the environment plays a crucial role in supporting and extending pupils' learning and development.

All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone.

In order to create an environment in which pupils feel confident to try new things, staff members empathise with pupils, support their emotions and ensure they feel valued.

Our indoor and outdoor environment is carefully planned and resourced to ensure that there are a variety of opportunities available to children, so that they can adequately develop their knowledge and skills across all 7 areas of learning. Resources are carefully selected to ensure that they are age-appropriate and provide a suitable level of challenge and promote high levels of involvement and engagement.

There are age-appropriate toilet facilities available to children within the EYFS and a supply of gloves, nappy sacks, wipes and spare clothes are available in Preschool and Reception areas.



Assessment

Assessment plays an important part in helping us to recognise what children can do and what they know. Accurate assessments can highlight whether a child has a special educational need and requires extra support.

Diversity and inclusion are at the heart of planning, ensuring provision is differentiated to allow every pupil access to learning and make progress from their individual starting points. Tapestry and do-jo are used to record observations which are used to inform planning and create a picture of pupils' competencies. Parents and carers are encouraged to contribute to their children's online 'Learning Journals' as often as possible.

Formative Assessment

On-going formative assessments are an integral part of the teaching and learning process. During weekly evaluation meetings, staff members reflect on pupils' self-initiated learning and interests, and this helps to inform the provision plan for the following week. Staff members provide pupils with action specific, concise and positive feedback, allowing children to reflect on their own learning experiences.

Summative Assessment

In Reception, summative assessments are used at the end of each half term to assess the children's learning in Literacy and Mathematics. The information collected is used to inform provision mapping and set targets for interventions and plan support and/or challenge for individuals/groups of children.

On Entry Assessments:

As pupils enter Pre School and Reception, teachers use their professional judgement and refer to the non-statutory guidance within the Development Matters document, to assess whether children are working 'at' the expected level or working 'towards' the expected level.

Pupils are given an informal 'on entry assessment' within the first six weeks of the first half-term. This is helpful to recognise pupils' needs, understand their progress, plan activities and provide support. Progress is recorded by observing and assessing pupils using a combination of written observations, photos (where necessary) and samples of work.

Reception Baseline Assessment (RBA)

The statutory Reception Baseline Assessment (RBA) is a short assessment, administered in the first 6 weeks in which a child starts in Reception. The RBA will be used to create a baseline for school-level progress measures and will measure the progress pupils make from Reception until the end of Year 6.

Pupils do not 'pass' or 'fail', and no numerical score is shared. Staff receive a series of short, narrative statements that tell them how their pupils performed in the assessment. Staff then use this information to inform their planning and teaching.



EYFS profile

The EYFS profile is completed for each pupil at the end of their Reception year (unless an exemption applies).

The profile provides parents and carers with a well-rounded picture of their child's knowledge, understanding and their abilities, their attainment against expected levels, and their readiness for year 1.

This information is used to inform discussions between Reception and Year 1 teachers about each pupil's stage of development and learning needs and help with planning activities and establishing starting points for the beginning of Year 1. A copy of the report is passed onto year 1 staff.

Moderation

Staff undertake internal moderation of evidence within school and external moderation with other local schools at different points throughout the year. While we will keep records of information, we will keep paperwork to a minimum. All records are kept in accordance with our Data Protection Policy.

Reporting to Parents

EYFS profile assessments are used as a basis for reports to parents. We share the EYFS profile results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it. Meetings with parents are held within the term in which the profile is completed.

Written summaries of pupils' attainment will include whether the pupil is:

- Meeting expected levels.
- Not yet reaching expected levels (emerging).

Safeguarding and Welfare

All necessary steps are taken to keep the children in our care safe and well. We undertake daily checks within our setting and keep a written record of these. Our Indoor and Outdoor Risk assessments identify what the hazards within the environment are, who might be harmed and how and what we need to do in order to prevent an incident.

Any safeguarding or welfare issues will be dealt with in line with the school Safeguarding Policy. All members of staff in the EYFS are required to read this policy as part of their induction training.

The Designated Safeguarding Lead (DSL) is:

Carly Tranter (Deputy Head teacher)

The Deputy DSL is:

Miss Jane Davies (Head teacher)



Staff receive safeguarding training that enables them to understand the Child Protection & Safeguarding Policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Collection of Children

A child will only be released into the care of their parents/carers or other authorised persons. Parents are required to provide written/verbal consent for any person other than them to collect their child. We will not release any child unless we have your permission in advance.

Late Collection

If parents/carers are going to be unavoidably late to collect their child we ask that they contact school directly and inform us of their intention to collect. If an unknown person is to be collecting their child, we require a password and a personal description.

If staff are not informed, then they will endeavour to contact parents/carers. After 15 minutes, and if there is no reply, emergency contacts will be called. After 30 minutes of non-collection and inability to contact any of the contacts on the child's forms SLT will be informed and the police will be called (as a last resort).

We will inform the Head teacher and follow school procedures in the event of a 'missing child'.

School takes all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.

Mobile Phones and Devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets. Photography policies and procedures are addressed in full in our E-Safety Policy.

Use of mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely locked away whilst children are present. This will be monitored by the EYFS lead and Head teacher. 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.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.



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The school strongly advises against the publication of any photographs or videos taken at school events on social media.

Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection & Safeguarding Policy.

Use of school mobile phones and cameras

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection. School devices must only be used for work related matters. School devices must preferably be used to take photographs in the presence of another staff member and only with the prior consent of the child's parent.

Health and Safety

Detailed arrangements for Health and Safety within school can be found in Health, Safety & Policy.

With regards to EYFS the following areas are of particular importance:

First Aid - EYFS staff are made aware of the arrangements for first aid as part of their induction and follow whole school policy and procedures.

Medicines - EYFS staff follow whole school policy and procedures for administering medicines.

Accidents and Injuries - EYFS staff 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.

Records will be retained by the school in line with the school Policy.

Fire Safety - EYFS staff follow the whole school Fire Evacuation Plan and Fire Evacuation Drills are practised at least once every term.

Food & Drink - Any food or drink provided to children is healthy, balanced and nutritious. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded in the child's records. A care plan may be written and shared. Kitchen staff and EYFS staff will be informed and information will be displayed in the main school kitchen and also the EYFS classrooms and on the schools MIS. Fresh drinking water is available at all times.

See Appendix 2 for information and procedures related to sun care, intimate care, sleep and biting.



Outings

Children must be kept safe while on outings. Staff carefully assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards. Our assessment includes consideration of adult to child ratios. Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.

Staffing & Ratios

Robust recruitment procedures are in place, which aim to ensure that members of staff employed in the EYFS are suitable, with detailed checks being carried out prior to any staff starting work at the school.

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 are managed and supported by the EYFS lead.

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. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years.

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'.

In Pre School, 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.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Each child is assigned a key person (class teacher) whose role it is to help ensure that every child's care is tailored to meet their individual needs.



In Reception:

The school admissions regulations 2021 limit the size of infant classes to 30 pupils per school teacher. At Fulfen Primary school, each reception class teacher is supported full-time by a qualified teaching assistant.

Information and Records

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy & procedures.

School maintains records and obtains and shares information (with parents and carers, other professionals working with the child, the police, social services and Ofsted) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

We enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.

We incorporate parents' and/or carers' comments into children's records. Records are easily accessible and available.

Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them.

All staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Parents and/or carers have access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA34.

Records relating to individual children are retained for a reasonable period of time after they have left the provision.

Parental Engagement

At Fulfen Primary school, we firmly believe that in order for children to thrive it is important for parents and staff to establish strong and respectful relationships.

We endeavour to develop this partnership with parents in the following ways:

In both Pre School & Reception:

- We use the dojo app as our main form of communication between school and home.
- We publish weekly/fortnightly newsletters detailing the key learning and ideas to try at home.



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- We regularly update our class pages on the school website.
- We operate an “open door” policy which allows parents and carers to discuss concerns and developments in an informal manner either before or after school.
- We conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We conduct parent consultation meetings to inform parents and carers of a child’s progress and establish next steps in their learning.
- We invite parents and carers into school regularly for ‘stay and play’ sessions.

Transition

Each year, we organise transition opportunities to meet the needs of the children in each cohort. Parents are informed of the arrangements in advance. A meeting to share information with parents is held in the summer term before children are due to start. Parents are invited to look around the classrooms, meet their child’s teacher and ask any questions they may have.

There is also an opportunity for:

- All new children to visit the school to ‘stay and play’ with their parents/carers, before they start.
- All children to take part in a transition session without their parents before they start.
- Wherever possible, Reception staff visit children in their current setting before they start in Reception.
- Wherever possible, Pre-school and Reception staff speak individually (either in person or via telephone) to the parents of children who are new to our school.
- Parents are offered a home visit before their child starts in Pre-school.
- Reception children have at least one full day of transition with their Year 1 teacher in their new classroom.
- Pre-school staff meet with Reception staff to discuss each child's development and any identified needs within the cohort.
- Reception staff meet with Year 1 staff to discuss and expand upon the information within the EYFS profile.
- Children attend pre-school for fewer sessions and/or a shorter period of time during the first week.
- Children attend for half days in reception during the first week in September.

Monitoring and Review

This policy is reviewed annually.

Any changes made to this policy will be communicated to all members of staff and parents, and the new version of this policy will also be published on the school website. 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.



Appendices

APPENDIX 1- Early Learning Goals

Communication & Language

Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social & Emotional Development

Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.



Physical Development

Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- Using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate where appropriate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children at the expected level of development will:



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- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.

The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.



APPENDIX 2- Procedures

Sun Care

At Fulfen Primary School, we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- staff work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring.
- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather.
- School also has spare hats.
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs.

Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on very hot days.

- We kindly request for all parents to apply cream to their child before coming to school.
- Children will always have sun cream applied before going outside, after lunch (if applicable), in the hot weather and at frequent intervals during the day.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out.
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun.
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

Intimate Care

Within the EYFS department at Fulfen Primary School, we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard



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them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently.

Nappy Changing Procedure:

Parents are asked to provide nappies, wet wipes, nappy sacks and any cream their child needs.

- On arrival parents are asked when their child was last changed. This time is recorded.
- Nappies are checked regularly throughout the session and children are changed when deemed necessary (at least once in each session lasting 3 hours).
- Children will wash their hands after having their nappy changed.
- Staff always wear protective gloves and aprons.
- Children are changed on a disposable blue paper cloth on top of a clean changing mat.
- Surfaces are cleaned after use.
- Soiled nappies are disposed of at Nursery.
- All nappy changes are recorded in the nappy changing book.

We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in school and ensuring all parents understand how this works.
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines.
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training.
- Working closely with parents on all aspects of the child's care and education.
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy.
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the school.
- Conducting working practice observations on all aspects of EYFS operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Conducting regular risk assessments on all aspects of the EYFS operation including intimate care and reviewing the safeguards in place.

Sleeping Children

Within the EYFS department at Fulfen Primary School, we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of children sleeping is paramount.



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- Children are monitored visually when sleeping.
- Children sleep in a designated quiet space.
- Sleeping children are supervised and monitored by staff. When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed.

We provide a safe sleeping environment by:

- Monitoring the room temperature.
- Using clean, light blankets and ensuring children are appropriately dressed for sleep to avoid overheating.
- Ensuring every child is provided with clean bedding.

We consult with parents about their child's sleeping routine during their induction period. We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Biting

Within the EYFS department at Fulfen Primary School, we follow a positive behaviour policy to promote positive behaviour at all times. However, we understand that children may use certain behaviours such as biting as part of their development. Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

Procedures:

Within EYFS we use the following strategies to help prevent biting: sensory activities, biting rings, adequate resources and staff who recognise when children need more stimulation or quiet times.

However, in the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury.
- Administer any first aid where necessary.
- Complete an accident form and inform the parents via telephone if deemed appropriate.
- Continue to observe the bitten area for signs of infection.

For confidentiality purposes and possible conflict, we do not disclose the name of the child, who has caused the bite, to the parents.

We will tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has



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been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.

If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration. A meeting will be arranged with the child's parents to develop strategies to prevent the biting behaviour.

Parents will be informed and reassured that it is part of a child's development and not made to feel that it is their fault.

In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, then staff will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

