

Early Years Foundation Stage Protocol

The EYFS seeks to provide **quality and consistency** so no child is left behind, **a secure foundation** for all individuals, **partnership working** between the setting and parents/ carers and **equality of opportunity** to ensure all children are included and supported.

The practice in early years is shaped by four guiding principles,

- unique child,
- positive relationships
- enabling and environments with teaching and support from adults
- learning and development

Areas of learning

There are seven areas of learning and development. Each area is important, and areas are inter-connected. There are three prime areas and four specific areas.

Prime Areas

- communication and language
- Physical development
- Personal, social and emotional development

Specific Areas

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

Practitioners are ambitious for all children, they consider the individual needs, interests and development of each child and use this to plan a challenging and enjoyable experience for each child in all areas of learning.

We ensure children have a strong foundation in each of the prime areas and continue to build on these areas while broadening the curriculum with the specific areas of learning. We have free flow access to outdoor provision.

Assessment and information for parents

Ongoing formative assessment is an integral part of the learning and development process. Practitioners use this information to plan purposeful learning opportunities to support children to practice and secure their next steps. Ongoing, regular two way communication happens between school and families.

Summative assessment is completed once per cycle. Practitioners draw on their knowledge of the child and use their professional judgement to decide if a child is working at the expected standard. A written report is provided to families three times per year and a formal parents consultation meeting takes place at least twice per year.

We hold regular moderation exercises to allow practitioners to discuss the strengths and next steps for pupils.

If we are concerned about a child's progress in any of the prime area, we share this with the early years leader and with parents so that support can be agreed for the child.

The Reception Baseline Assessment (RBA) is carried out in the first six weeks of a child starting reception. The Early Years Foundation Stage Profile (EYFSP) is undertaken by the reception teachers in the summer term. A child's level of development is assessed against the early learning goals. A copy of the EYFSP is shared with parents and with Year One teachers. The EYFSP results are shared with Bradford Local Authority.

Safeguarding and Welfare Requirements

We follow the EYFS statutory guidance to ensure children are healthy, safe and secure. We are guided by Beckfoot Trust safeguarding and child protection policies. All staff undertake safeguarding training at least annually. They are trained to identify signs of possible abuse and neglect at the earliest opportunity and to respond to it in a timely manner.

Safer recruitment practices ensure that suitable people are employed to work with children.

Staff are not permitted to work with children if they are under the influence of alcohol or any other substance which may affect their ability to work with children. Smoking and vaping are not permitted on the school premises.

At least one person with a current paediatric first aid certificate is on site and available at all times when children are present, they also accompany children on school visits.

Each child has an assigned key person, in reception classes it is the class teacher.

Ratios

Staff: child ratios are always maintained.

Nursery – at least 1:13 when the class teacher is present and at least 1:8 when the teacher is on PPA. All other staff members have a level 3 qualification.

Reception – at least 1:30 in each class, each class also has a member of support staff.

Health

Medicines – the school policy is followed for administering medication. We teach children and families about the importance of oral hygiene and regular teeth cleaning.

Food and drink – we provide healthy snacks and drinks. Special dietary requirements and allergies are sought prior to a child starting school. This information is kept and shared with all adults working with the child. There is a kitchen space in our EYFS setting where food and drinks are prepared. At least one member of staff has received food hygiene training.

Behaviour- our school behaviour policy is followed in EYFS, and behaviour is managed in an age-appropriate way, taking into consideration the developmental levels of the children.

SEND – Staff work closely with the SENCO and families to support children with special educational needs. We also work with outside agencies when required to provide the best support for children.

Safety of premises

A suitable first aid box is available in EYFS. A record of accidents and injuries is kept and shared with parents/carers.

We check the safety of premises and equipment, indoors and outdoors, to ensure it is safe for children to use. Fire exits are identifiable and kept free of obstruction.

Date: September 2024

Reviewed by: Katy Walsh