



*"Where children come first"*

## **Early Years Foundation Stage Policy**

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## **APPROVAL & ADOPTION**

This policy was formally agreed and adopted at a Full Governing Body Meeting held on:

20<sup>th</sup> March 2018

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## **UPDATE SCHEDULE**

<b>Version</b>	<b>Date</b>	<b>Reason for Update</b>
1.00	12/07/17	First Version post de-Federation
2.00	08/03/18	Full Review and Update

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# **EARLY YEARS FOUNDATION STAGE POLICY**

## **Aims**

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

## **The Curriculum**

Aylesham primary School follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available to download at

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This clearly defines what we teach. The following policy details the specifics of our setting.

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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 and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling and Self care
- **Personal, Social and Emotional Development** – Making relationships, Managing feelings and
- **Behaviour and Self-confidence and Self-awareness**

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being
- **Imaginative**

### **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### **Teaching Strategies**

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing.

In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1. For some cohorts this may be necessary at an earlier stage in order to prepare pupils fully for transition to Year one and narrow gaps on those who enter school well below average starting points for children of their age. Teaching is specific to the needs of the group.

### **Play**

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own.

They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them.

The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to us.

## **Assessment**

At Aylesham 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. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## **Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

All classes are encouraged to enhance children's learning through activities and experiences outside of the classroom, such as visits to local castles and museums. The children's creative response can, and will lead the learning in linked but alternative directions. Topics are cross-curricular in nature and enhance core skills which will be transferrable for future learning.

Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform where the learning journey should move to.

## **The Collection and Non-Collection of Children**

In the event that a child is not collected by an authorised adult at the end of a Reception Class session or day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### **Procedures**

1. Parents of children starting in our Reception Class are asked to provide specific information which is recorded on our Registration form and Appointed Person form, including:-
  - Home address and telephone number – if the parents do not have a telephone, an alternative number must be given, e.g. a neighbour.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number.
  - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the Reception Class, for example a child-minder, uncle or grandparent.
  - Information about any person who does not have legal access to the child.
2. On occasions when parents or the persons normally authorised to collect the child are not able to do so, the name, address and telephone number of the person who will be collecting their child is recorded in the Appointed Person file. We agree with parents how the identification of the person who is to collect their child will be verified.
3. On occasion when an unknown adult comes to collect a child, the child will not be allowed to leave until the school has had spoken permission from an adult with parental responsibility.
4. On occasion when an underage child comes to collect a child, they will not be allowed to do so until accompanied by a known adult.
5. If a child is not collected at the end of the session, we follow the following procedures:-
  - The Appointed Person file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the Reception Class, and whose telephone numbers are recorded on the Registration form are contacted.
  - All reasonable attempts are made to contact the parents/carers.
  - The child stays at school in the care of two fully vetted staff members until the child is safely collected.
  - The child will not leave the premises with anyone other than those named on the Registration form and in the Appointed Person file.

## **Missing Children**

A child can be classed as missing or lost if they have been left unsupervised or unaccounted for (so staff are not aware of them being within sight or hearing) in a room or the outside area of the setting or further afield for 2 minutes or longer.

### **When a Child goes missing:**

#### ***If a child goes missing from the setting the following actions will be carried out:***

- The person in charge will carry out a thorough search of the building and garden
- The register is checked to make sure no other child has also gone astray
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out
- The person in charge talks to staff to establish what happened
- The person in charge talks to children (using wording so as not to upset the children) to establish what has happened
- If ratios allow staff members can search the nearby vicinity
- If the child is found parents/carers will be informed when the child is collected that day. The situation will be explained and what will be put into place to prevent this from recurring.
- If the child is not found, the parent is contacted and the missing child is reported to the police
- The advice of the police is followed
- All remaining children will be kept calm

#### ***If a child goes missing when away from the setting (e.g. from an outing) where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed:***

- As soon as it is noticed that a child is missing, staff who are with the group/ on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray
- One staff searches the immediate vicinity but does not search beyond that
- If the child isn't found then the lead staff member contacts the venue's security who will handle the search. The venue security will be made aware that parents are about to be contacted so some discretion can be used until this has been done.
- If the child is found parents/carers will be informed when the child is collected that day. The situation will be explained and what will be put into place to prevent this from recurring.
- The person in charge is informed, if she is not with the group and makes her way to the venue to aid the search and be the point of contact for the police as well as support staff
- The person in charge of the setting contacts the child's parent (before she/he makes her way to the venue) who makes their way to the setting or venue as agreed with the person in charge

- The lead staff member contacts the police using the mobile phone and report the child as missing
- The advice of the police is followed
- All remaining children will be kept calm
- Staff take the remaining children back to the setting

### **The Investigation:**

- The Headteacher carries out a full investigation taking written statements from all the staff present at the time, or who were with the group/ on the outing
- Each key person writes an incident report detailing:
  - the date and time of the incident
  - what staff/children were in the group/outing
  - when the child was last seen in the group/outing
  - what has taken place in the group/outing since then
  - the time it is estimated that the child went missing
  - A conclusion is drawn as to how the breach of security happened
  - Children's comments are also noted if applicable
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address
- The incident is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution
- Ofsted is informed within 14 days as a Missing Child can be deemed a significant event.
- Our Insurance company is informed
- A decision will be made as to whether staff disciplinary processes need to be followed
- As a result of the investigation: risk assessments, policies and procedures will be updated and all staff and families will be made aware of the changes made
- The parents/carer of the child involved will be given information about the investigation (whilst maintaining confidentiality of any staff members and other children)

## **Role of Staff and Key Worker**

The class teacher has overall responsibility for each child in the setting. All children will also have a key worker. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

## **Partnership with Parents and Carers**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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.

## **Safeguarding and Welfare Procedures**

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding Policy and procedures	See the Safeguarding Policy
Procedure for responding to illness	See the Health and Safety Policy
Administering medicines policy	See the Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See the Fire Strategy & Emergency Evacuation Plan
Procedure for checking the identity of visitors	See the Safeguarding Policy under the heading 'Security'
Procedure for dealing with concerns and complaints	See the Complaints Policy

## Appendix 1 – Missing Child Report Form

### Report to be completed when a child goes missing

**To be completed by the Manager or Leader of the setting**

Name of childcare setting:
Address:
Telephone Number:
Name of child:
Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of birth:
Address:
Telephone number:
Name of parent/guardian:

Date, time and location of disappearance:

Who was responsible for caring for the child at the time he/she disappeared?

What was the child wearing?

Any distinguishing features?

Circumstances surrounding disappearance:

Follow up action:

Time parent/guardian informed:

Time police informed (if child not located after parent/guardian has been contacted):

Details of contact person and advice given:

What happened next:

Signed by Manager/ Leader

Date:

Follow up actions carried out:

Children/staff/parents/guardian supported:

Date Ofsted informed (within 14 days of incident):

Policies/ Procedures/ Risk Assessments reviewed:

Signed by Manager/ Leader

Signed by Parent/Guardian where possible: