



KEYINGHAM PRIMARY

EYFS Policy

Status:	Approved
Policy Owner (Position)	Sarah Chadwick (EYFS & Phonics Lead)
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Linked Documents and Policies	

The Early Years Foundation Stage (EYFS) is based upon four principles:

- A Unique Child - developing resilient, capable, confident and self-assured individuals.
- Positive Relationships - supporting children to become confident and independent.
- Enabling Environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, home and the child.
- Learning and Developing - an acknowledgement that children learn in different ways and at different rates

These prime areas enable our children to develop:

- Communication and language (Listening, Attention & Understanding, Speaking)
- Physical Development (Gross Motor Skills, Fine Motor Skills)
- Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)

The specific areas are:

- Literacy (Comprehension, Word Reading, Writing)
- Mathematics (Number, Numerical Patterns)
- Understanding the World (Past & Present, People, Culture & Communities, The Natural World)
- Expressive Arts and Designs (Creating with Materials, Being Imaginative & Expressive)

Positive Relationships

At Keyingham Primary, we recognise that children learn to be strong independent learners as a result of secure relationships. We aim to develop a caring, respectful, professional relationships with all children and their families. The role of our staff is key to this process. They are there to facilitate learning. They do this through observing and interacting. Our adults know the children very well and have a sound understanding of child development. This ensures that they can enhance and extend learning at the appropriate level for each child.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We involve parents in their child's learning by:

- talking to parents before their child starts at our school (through home visits and 'Stay & Play' sessions); discussing our admission criteria, offering support where necessary.
- arranging a wide variety of activities throughout the year that encourage collaboration between child, school and home: stay and play sessions, celebration assemblies, school visits and house events for example.
- ensuring all parents are confident to approach our staff with any questions or concerns they may have and by providing a quiet and confidential area for them to meet with us.

With this in mind, we ask all parents to understand that whilst your child is of primary concern to us, our staff have full teaching timetables.

Enabling Environments

An excellent early years' environment can support all children to be fully engaged in purposeful play of their own choice and interest. All resources are available to the children. The children select what they want to do in each area. The principle is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

The pedagogy in the EYFS will adapt depending on the cohort or the time of year. This may include:

- Child initiated play
- In the moment planning
- Adult focused play activities
- Adult/child led open activities
- Guided learning sessions
- Full class PE lessons
- Focus group teaching for the time and gross motor skills

Learning and Developing

If a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parent and/or carers and agree how to support the child. This may also include a discussion with the SENDCO in order to access additional educational support.

Health and Safety

There are clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS Statutory Framework 2012:

- we undertake a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer and the bottle/packet is labelled with their name. A written record is kept each time a medicine is administered to a child and the child's parents and/or carers is informed on the same day.
- fresh drinking water is available at all times
- children's dietary needs are recorded and acted upon where appropriate and communicated from home
- the classroom has a snack and sink area that can provide healthy snacks and drinks.
- the First Aid box is accessible at all times and a record of accidents and injuries is kept
- all key support staff are Paediatric First Aid trained
- at least one member of the EYFS staff hold an Emergency First Aid at work qualification
- we undertake a Health and Safety Policy and Procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment

- we undertake a Fire and Emergency Evacuation Procedure and Policy
- we undertake a Safeguarding Policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use
- staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level