

Offenham CE First School



Early Years Foundation Stage Policy

Statement of intent

Our mission

At Offenham Church of England School our mission is to provide abundant opportunities for every member of our school community. We endeavour to build on the foundations of wisdom, hope, community and dignity, enabling all to thrive and flourish and to be the best they can be in the light of their unique God-given potential. We seek to provide an excellent education that considers the needs and aspirations of the whole child.

Our School Vision

To build a school community where everyone is committed to the ongoing pursuit of excellence – a place where, through the joy and hope of the resurrection there is transformation, growth and progress in children's social, moral, spiritual, cultural and academic lives.

Our school motto

"Growing deep roots. Producing good fruit".

Our Values

Roots - Friendship, Perseverance, Respect, Responsibility and Truth.

Fruits - Love, joy, peace, patience, kindness, goodness, gentleness, faithfulness and self-control.

Our Root values can be seen in action across our school life together. We desire for all of our children to develop deep roots so that they are resilient, able to flourish and produce abundant fruit in their own lives and to serve the common good. Galatians 5:22 refers to the fruits as the visible signs of growth and transformation.

1. Roles and responsibilities

- The governing body has the overall responsibility for the implementation of this policy.
- 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.
- The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 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, is responsible for familiarising themselves with, and following, this policy.

2. Aims

2.1. Through the implementation of this policy, Offenham CE First School, aims 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.

Offenham CE First School, adheres to the four guiding principles which shape practice within EYFS settings:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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.
- Provides a safe and secure learning environment.

3. Learning and development

- 3.1. Offenham CE First School offers an EYFS curriculum based on an observation of children's needs, interests and stages of development.
- 3.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 3.3. 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.
- 3.4. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development

- 3.5. Children will also be supported in four specific areas, through which the three prime areas are strengthened and applied.

The **specific areas** are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

- 3.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 3.7. The EYFS lead 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.
- 3.8. The school takes reasonable steps to provide opportunities for children with English as an additional language (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 lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

- 3.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 3.10. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 3.11. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

Playing and exploring – children investigate and experience things.

Active learning – children concentrate and 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.

4. Inclusion

- 4.1. Offenham CE First School values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 4.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 4.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 4.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 4.5. SEND in the EYFS setting will be monitored and managed by the school's special educational needs coordinator (SENCO).

5. The learning environment and outdoor spaces

- 5.1. The classroom is organised in such a way that children can explore and learn in a safe environment.
- 5.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

6. Assessment

- 6.1. Children will be assessed within the first six weeks of school using the Reception Baseline Assessment (RBA)
- 6.2. Children will be assessed using Welcomm when they start school to assess their speech and language levels. This scheme also provides intervention for any children working below the age expected level.
- 6.3. 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.
- 6.4. Children will be assessed against the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
 - The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year
 - When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.
- 6.5. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development need in partnership with parents.
- 6.6. Offenham CE First School implements formative assessments 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.
- 6.7. Reasonable adjustments will be made to the assessment process for children with SEND, as appropriate.
- 6.8. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

7. Safeguarding and welfare

- 7.1. Offenham CE First School takes all necessary steps to keep the children in our care safe and well.
- 7.2. 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.

- 7.3. Staff will not have their personal mobile phone in the presence of children, and it will be kept away in their bag at all times. No photographs of children will be taken on any personal device in the setting.

8. Health and safety

- 8.1. A first-aid box is located outside the Reception classroom.
- 8.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered.
- 8.3. The school's Administering Medication Policy outlines the procedures for administering medicines.
- 8.4. The EYFS staff 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.
- 8.5. Accidents and injuries will be recorded in an accident book, located in the First Aid area.
- 8.6. The school has a Fire Evacuation Plan in place.
- 8.7. Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Whole-School Food Policy.
- 8.8. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 8.9. Fresh drinking water is available at all times.
- 8.10. The Health and Safety Policy outlines Offenham CE First School's full health and safety policies and procedures.

9. Staffing

- 9.1. Offenham CE First School has a Recruitment Policy in place (DOWMAT), which aims to ensure that members of staff employed in the EYFS are suitable.
- 9.2. Upon employment, all EYFS staff receives induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection, and health and safety.
- 9.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 9.4. All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.

Identify solutions to address issues.

Receive coaching to improve their effectiveness.

- 9.5. 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.
- 9.6. Offenham CE First 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'.
- 9.7. Parents will be informed about staffing arrangements, and, when relevant and practical, will be involved in staffing arrangement decisions.

10. Parental involvement

- 10.1. At Offenham CE First School, we firmly believe that the EYFS cannot function without the enduring support of parents.
- 10.2. Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.
- 10.3. Parents are invited to a EYFS Information meeting in September where the EYFS lead will answer any questions and advise how parents can support their child at home. Along with an additional meeting after Easter, informing parents of how to support their child with the transition to year one.
- 10.4. The head teacher's office will be utilised for confidential discussions between staff and parents.
- 10.5. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child, and using the internet at school.
- 10.6. Parents are asked to complete admission forms, a medical form, and to write a brief synopsis about their child to help the school to understand their character and personality.

11. Transition periods

- 11.1. The children are invited to a number of visits throughout the year to the year 1 /2 class eg Christmas activities. In the summer term the children have two transition days in the year 1 / 2 class without the support of the EYFS lead.
- 11.2. In the summer term the EYFS lead and the year 1 /2 teacher meet to discuss each child's development in order to support a smooth transition to year 1.

12. Monitoring and review

- 12.1. This policy is reviewed annually by the governing body and the head teacher.
- 12.2. Any changes made to this policy will be communicated to all members of staff.
- 12.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all process and procedures outlined in this policy as part of their induction.

Subject Lead: Mrs Hollie Johnson

This policy was reviewed and agreed Autumn 2025 by staff and governors at Offenham CE First School.

To be reviewed Autumn 2026.