

# St Augustine's Academy



## Early Years Foundation Stage Policy

Approved by:

Date: 12.03.25

Last reviewed on:

March 2023

Next review due by:

March 2027

*'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'*

*Matthew 5:16*

## **Rationale**

*'Start children off on the way that they should go, and even when they are old they will not turn from it.'* Proverbs 22: 6

At St Augustine's Academy we believe that every child deserves the best possible start in life and that the experiences a child is given have a major impact on their future life chances. A strong partnership, between home and school, provide the foundation that children need to make the most of their abilities and talents as they grow up.

## **School vision/Christian ethos**

As part of the welcome to St Augustine's all families are given a St Augustine's box which communicates the school's Christian vision, the 'St Augustine's Way' in a highly visual way. Pupils in Reception class attend collective worship, either within the classroom or as a part of the whole school, on a daily basis. For further details please see the school's Collective Worship policy.

## **The Curriculum**

We teach and assess our children through the Early Years Foundation Stage Curriculum. The curriculum is delivered through a well-planned, play based approach to learning and development. It encourages children to be autonomous learners; they are encouraged to be responsible, independent and active. Practitioners ensure children have the opportunities to engage in activities requiring skills for problem solving and critical thinking. Through carefully planned topics, and ensuring children's interests are catered for, children acquire the skills and attitude needed for a positive disposition to learn.

There are seven areas of learning and development. All areas of learning are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas (the prime areas) are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Practitioners also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

4. Mathematics
5. Understanding the World
6. Expressive arts and design
7. Literacy

All Areas of Learning and Development are embedded in all Continuous Provision with a balance of child initiated and adult initiated activities.

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be

helped to understand the importance of physical activity, and to make healthy choices in relation to food and their lifestyles.

- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### **Parent/Carer Involvement**

Parents and carers are a child's first and foremost enduring educators. Parents and carers are kept well informed about their children's achievement, wellbeing and development. The school helps parents and carers to support their children's learning in different ways. The effective liaison with parents and carers contributes to improvements in pupils' achievement, well-being and development. There are clear and accessible channels for parents and carers to communicate with the school.

- Parents/ carers and the child's views are obtained prior to the child arriving to the setting, during home visits. A result of this is children's individual needs are catered for during their transition to school.
- Prior to September a 'meet the teacher' session takes place and there are two further parents' evenings during the year.
- Parents and carers are provided with opportunities to share their views and have access to their child's learning.
- The school provides opportunities for parents to develop the knowledge and skills they need to support their children in their learning such as parents' sessions e.g. phonics
- Parents and carers are also invited to speak with staff at any prearranged time about individual needs and concerns. Staff will advise parents and carers in ways they may be able to support their child's development. The teacher may also signpost them to other agencies and services, as necessary.
- Stay and Play sessions are carried out termly to enable parents to engage with their child's learning.
- A key worker is designated to all children in EYFS and in Reception this will be the class teacher.
- Parents are informed of the curriculum and activities that will take place through termly curriculum letters and through newsletters, texts and letters.
- Transition sessions are held each June to provide parents/carers with key information for the following academic year.

## **Pupil Premium**

Parents who are in receipt of arrange of benefits, may be eligible for Pupil Premium funding which helps the school cater for the needs of disadvantaged pupils. All pupils in receipt of Pupil Premium receive a free PE kit, subsidised trips and visits and more.

## **Attendance**

Full-time attendance is compulsory for children from the term after their fifth birthday.

(Children born 1<sup>st</sup> September – 31<sup>st</sup> December must attend full time school after the Christmas holidays after their 5<sup>th</sup> birthday; those born 1<sup>st</sup> January – 31<sup>st</sup> March must attend after the Easter holidays after their 5<sup>th</sup> birthday; those born 1<sup>st</sup> April to 31<sup>st</sup> August must attend full-time school after the Summer holidays after their 5<sup>th</sup> birthday)

Whilst full-time attendance is not compulsory before this date, research shows that those children who attend school regularly are more successful academically and socially. For further details regarding attendance please see the school's Attendance Policy found on the website.

## **Assessment**

Children develop and learn in different ways and at different rates. It is therefore essential that accurate and regular assessments are completed to recognise children's progress, understand their needs, and to plan activities and support. Parents and carers are involved in the assessment progress through parents' evenings, stay and play sessions and through informal dialogue, when they share their children's achievements. All adults working with the children contribute to their assessment including LSAs. Practitioners meet regularly to discuss individual progress and individual targets to inform planning and next steps. This includes LSAs and teaching staff. During pupil progress reviews individual children (or groups of children) not making expected or significant progress are highlighted and strategies to help with their progress are discussed.

Practitioners consider whether a child may have a special educational need or disability which requires specialist support. EYFS staff work alongside the SENDCo (Justine Fourmy) to ensure all children and families have the support they need in school and through relevant services from other agencies as appropriate.

At St Augustine's Academy there are children from different backgrounds and children whose home language is not English. We celebrate diverse cultures through planning, International events are looked at and parents and carers are invited in to school to share their customs and traditions. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners work alongside children's families to gain an understanding of their development in their home language.

To ensure assessment and next steps are accurate the EYFS staff attend moderation meetings to ensure judgments are secure.

## **Assessment at the end of the EYFS**

At the end of reception the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level

of development is assessed against the 17 early learning goals. Practitioners indicate whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). The Year 1 teachers have access to the end of EYFS report. During our transition period meetings are held between the reception and year 1 staff and each child's stage of development and learning needs are discussed.

### **The Safeguarding and Welfare Requirements**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. At St Augustine's Academy we ensure that all necessary steps are taken to keep children safe and well. All children are taught through their Personal, Social and Emotional Development lessons that they have a key adult to talk to.

The EYFS follows the school's Safeguarding and Child Protection policy and procedures for the whole school. Teaching Staff receive regular training in how to notice signs of abuse, harm and neglect and other behaviours which are thought to be a cause for concern from external professionals and/or our Child Protection lead members of staff. All staff who are employed by St Augustine's Academy receive regular, updated Safeguarding training. All policies are available to all staff, on the website and upon request at the School Office.

The class teacher and other members of staff who work closely with the children will always be the first ports of call in noticing and recording any signs of concern in a child's behaviour or demeanour, physicality and cleanliness. The lead person for the whole school in safeguarding is Justine Fourmy. She has the lead responsibility in liaising with local statutory children's services agencies as necessary. She receives up to date training on Safeguarding and Child Protection and, in conjunction with our Family Support Worker, are the school's Designated Safeguarding Leads. This includes the EYFS.

### **Site Safety**

The school's Site Agent conducts regular checks of the outdoor areas to ensure that they are safe and secure and that there are no hazards. The indoor areas are kept clean and tidy and resources are regularly updated and repaired. The school is a secure site with locked fences. All visitors must wear an authorised badge, which they receive from the office on signing in and return on signing out.

### **End of Session safety**

Children must only be released into the care of individuals named by the parent. On starting at St. Augustine's Academy parents are asked to provide a letter naming adults permitted to collect their children. Should a parent wish another adult to collect their child from school this is recorded by the teacher prior to collection. In an emergency, parents may contact the school office and inform them of who is collecting their child from school that day. The teacher will then be informed via a written note, verbally or through the school's internal emailing system prior to the collection time. No child will be handed over to another person without parental permission. A telephone call must be made to the parent/s with Parental Responsibility should someone else come to collect a child to seek permission. Without this permission a child will not be released into anyone else's care. Children are dismissed, one child at a time, to known adults. Any children left are kept with the teacher as long as is reasonably possible and then brought to the school office where a member of staff will try to contact the parents and then other emergency contacts.

## **Food and Drink**

In the Reception class the children receive fruit and milk or water. The fruit is provided by the school and is washed and prepared by staff. No other foods are given to the children usually unless there is a celebration or a topic-based food session, (for example, collecting Easter Eggs on a hunt to then be shared, or the making of sandwiches for a teddy bears' picnic to be eaten together). Dietary needs and allergies are considered.

Parents are asked to inform staff of any dietary changes. If foods are prepared at school they may be given to children to take home. A list of the known allergens included is made available to parents.

Children are able to partake in school lunches from the Reception Class upwards. If having a packed lunch, parents must provide nut-free contents due to the high number of nut-allergy sufferers that we have at school.

## **Behaviour**

The school has a behaviour policy that was derived following consultation with the whole school community. The EYFS uses simplified terms regarding behavioural expectations due to the children's age. Rewards and sanctions are clear. Parents are always informed if there is an issue affecting their child, and a resolution sought that includes both the school and the parents. Ongoing behaviour issues are documented in the Class Book. Where necessary children are referred to the pastoral/inclusion team for further support.

## **Staff: child ratios**

School ratios as stated in the Early Years Statutory Framework are adhered to at all times. Reception classes have a qualified teacher and LSA(s).

## **Mobile Phones**

The use of mobile phones is prohibited within the EYFS and they are kept away from children at all times.

## **Health**

At St Augustine's Academy we promote the good health of children attending the setting. We ensure that allergies and medical information is kept up to date and that risk assessments and care plans are written and adhered to in the case of children with additional needs. If children require intimate care we ensure that all incidents are recorded. Staff must inform another member of staff prior to carrying out intimate care and must never shut the door where they are doing so. A log is kept of this care.

## **Accident or injury**

First aid boxes are accessible as are first aiders. A written record of accidents or injuries and first aid treatment is kept and parents and/or carers are informed. If any child has a serious accident, illness or injury to, or death of, any child while in our care, notification will be made to Ofsted. There are qualified first aiders working within Reception.

## **Code of Conduct for EYFS staff**

There is a staff code of conduct which all staff are expected to follow. This is available on the school's website.

## **Staff supervision**

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. It enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. These meetings provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development and well-being
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Teachers meet senior staff/safeguarding leads regularly and meetings are held in a confidential space suitable for the task. Staff working within EYFS are appraised regularly as part of school Appraisal procedures. All meetings include discussions concerning the development and well-being of each of the children in that teacher’s class. Where concerns are raised we seek to identify solutions and identify further actions that need to be taken – these are recorded and may include support from Pastoral or SEN teams and external agencies. The meetings focus on promoting the interests and learning of the children.