



# EYFS POLICY

<b>Committee Responsible</b>	Local Governing Body
<b>Lead Staff Member</b>	Headteacher
<b>Approved by</b>	Board of Trustees
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This policy should be read in conjunction with the following school policies:

- Supervision Policy

We will be an early adopter for the EYFS framework. This policy is based on the consultation which can found [here](#).

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## **“Be the Change”**

***Compassion, Honesty, Aspiration, Nature, Generosity, Equality***

### **Policy Outline**

#### **Vision:**

Lakelands Primary School pupils will be motivated learners with a sense of pride and strive to do their very best, whatever their background or starting points. Each child has an individual personality and our dedicated staff will help to develop their confidence and self-esteem. Pupils will know about the importance of community and the values that underpin this; mutual respect, positive relationships and helping others. They will be responsible global citizens, equipped with the knowledge and skills to be forces of positive change in the world. They will leave our school in Year 6 ready for their next step as confident and compassionate members of society.

### **Curriculum**

Our Early Years Curriculum is designed to provide a strong foundation for our pupils' future learning, including developing a positive attitude to learning. In giving pupils a broad range of knowledge and skills, we lay the foundation for excellent future progress throughout their school and life.

To make this happen, learning and development opportunities are planned around the specific needs and interests of the pupils and regularly assessed and reviewed. Adults respond to those needs and interests, guiding their development through warm, positive interactions in an encouraging, stimulating and a well-resourced indoor and outdoor environment.

In the Reception Year, it is the adult's role to extend and provide further challenge to the pupils' learning. Here we seek to initiate and offer great depth to your child's experiences. Our staff skilfully interact and sensitively scaffold, support and enhance the pupils' knowledge, skills and understanding. In addition, we help them to develop their thinking through their participation in activities and with the skilled involvement of our staff.

We meet pupils' needs by:

- caring for the 'whole' i.e. children's health, both physical and mental, their feelings and their thinking and emotional development
- ensuring they have the opportunity to develop the skills, knowledge and understanding to achieve success and to build a thirst for lifelong learning
- teaching the foundations of reading, writing and maths that will develop basic (essential) skills and to enable them to access the wider curriculum
- providing a stimulating environment, indoors and out, with many opportunities to be curious, ask questions and to be eager to discover and learn
- providing opportunities, time and space for them to pursue their own interests, and time to interact and share with others
- providing opportunities for them to make choices and decisions to develop their independence
- providing ethnically and culturally diverse experiences including resources and stories which reflect different cultures and values
- creating a purposeful atmosphere, where teachers can focus on teaching and pupils on learning
- working closely with the parents/carers and respecting the fact that they are experts in the knowledge of their child.

## EYFS Policy

As an early adopter of the new Early Years Framework, the content of the curriculum will be based around these areas of learning:

### **Communication and Language**

Listening, attention and understanding  
Speaking

### **Personal, Social and Emotional Development**

Self-regulation  
Managing self  
Building relationships

### **Physical Development**

Gross motor skills  
Fine motor skills

### **Literacy**

Comprehension  
Word reading  
Writing

### **Mathematics**

Number  
Numerical patterns

### **Understanding the World**

Past and present  
People, culture and communities  
The natural world

### **Expressive Arts and Design**

Creating with materials  
Being imaginative and expressive

Children will learn through:

Playing and exploring  
Learning actively  
Creating and thinking critically

## EYFS Policy

In the Foundation Stage teachers make professional judgments about the balance between activities led or guided by adults and those led by the children. This balance will shift towards more activities led by adults as children move from early years and towards Year 1.

Learning activities will include:

- Daily phonics, maths and literacy lessons
- Cooking
- Nature Detectives (outdoor learning)
- Circle time
- P.E. indoors/outdoors
- Arts and crafts
- Role play corner/activities
- Sensory table
- Carousel of activities in reception (to support focus work)
- 1:1 reading
- Guided reading
- Regular writing challenges
- Exploration of technology
- Regular maths and literacy opportunities

At Lakelands Primary School, we believe that reading is the key to unlocking learning across all other areas of the curriculum. It is for this reason that we have adopted a book-based curriculum. We have selected a range of high quality texts that we use as a starting point for each topic. After initially exploring the book, we then ask the children to help us plan their learning according to their interests

## Supervision

- The Early Years Foundation Stage (EYFS) Welfare Requirements, April 2017 states:
- Supervision should provide opportunities for staff to:
  - discuss any issues – particularly concerning children's **development or well-being**;
  - identify solutions to address issues as they arise;
  - and receive coaching to improve their personal effectiveness.
- Supervision is an individual meeting between a manager and each staff member, including teaching assistants, in order to support their role as key persons working with children and their families.
- Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed.
- It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.
- 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.
- Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion.

See separate Supervision Policy for more details.

## Ratios

Reception classes in maintained schools and academies are subject to infant class size legislation.<sup>43</sup> The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher<sup>44</sup> (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

## Outings

Children must be kept safe while on outings. Providers must assess the risks or hazards which may arise for the children, and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios. The risk assessment does not necessarily need to be in writing; this is for providers to judge.

Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.

## First Aid

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in [Annex A](#). PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting. Current staff members who have a certificate in Paediatric First Aid are:

- Kirstin Lowe
- Natalie Thompson

## Risk Assessment

Lakelands staff must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Staff will determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised. Please see [Annex B](#) for an example of an EYFS risk assessment.

## **Annex A: First Aid**

### Criteria for effective PFA training

1. Training is designed for workers caring for young children in the absence of their parents and is appropriate to the age of the children being cared for.
2. Following training an assessment of competence leads to the award of a certificate.
3. The certificate must be renewed every three years.
4. Adequate resuscitation and other equipment including baby and junior models must be provided, so that all trainees are able to practice and demonstrate techniques.
5. The emergency PFA course should be undertaken face-to-face and last for a minimum of 6 hours (excluding breaks) and cover the following areas:
  - Be able to assess an emergency situation and prioritise what action to take
  - Help a baby or child who is unresponsive and breathing normally
  - Help a baby or child who is unresponsive and not breathing normally
  - Help a baby or child who is having a seizure
  - Help a baby or child who is choking
  - Help a baby or child who is bleeding
  - Help a baby or child who is suffering from shock caused by severe blood loss (hypovolemic shock)
6. The full PFA course should last for a minimum of 12 hours (excluding breaks) and cover the areas set out in paragraph 5 as well as the following areas:
  - Help a baby or child who is suffering from anaphylactic shock
  - Help a baby or child who has had an electric shock
  - Help a baby or child who has burns or scalds
  - Help a baby or child who has a suspected fracture
  - Help a baby or child with head, neck or back injuries
  - Help a baby or child who is suspected of being poisoned
  - Help a baby or child with a foreign body in eyes, ears or nose
  - Help a baby or child with an eye injury
  - Help a baby or child with a bite or sting
  - Help a baby or child who is suffering from the effects of extreme heat or cold
  - Help a baby or child having: a diabetic emergency; an asthma attack; an allergic reaction; meningitis; and/or febrile convulsions
  - Understand the role and responsibilities of the paediatric first aider (including appropriate contents of a first aid box and the need for recording accidents and incidents)
7. Providers should consider whether paediatric first aiders need to undertake annual refresher training, during any three year certification period to help maintain basic skills and keep up to date with any changes to PFA procedures.

**Annex B: Risk Assessment Example**

Activity/Hazard:	Benefit:	Risks (inc. people at risk):	Pupil Voice:	Risk Assessment Matrix			Control Methods:	People responsible:
Malleable activities	Physical development as well as motor skills practice	Possible allergic reactions Consumption of materials	<i>I can roll and cut this up to make a birthday cake for you.</i>	Possible/Minor	Moderate	High	Check all information on allergies And avoid allergens Make sure all other materials are sensitive and diluted according to the instructions. Children follow the no consumption rule in this area.	Staff and parents