



# Early Years Foundation Stage (EYFS) Policy

Anglo-Portuguese School of London

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## 1. Aims

This policy aims to ensure:

- That pupils access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between teaching staff and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## 2. Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

At APSoL, Early Years covers ages 4 to 5 through our Reception curriculum. We do not intend to offer nursery services at the school in the first year of opening.

APSoL leadership plan 'get-to-know-you' sessions prior to children starting in September in order to support children with their transition to primary school. These sessions involve 'fun and games' and 'stay and play' sessions where parents can meet staff and children become familiar with their environment. In early September, the children will have a half day session in smaller groups and then commence as a whole group on a full time basis. Children who need a more personalised start, this will be arranged at the discretion of the Head and Reception teachers.

The school day begins with registration promptly at 9.00am and ends at 4.00 pm. There is a soft start at 8:45am – Parents and carers may bring their child into the Early Years' area in the morning from 8.45am to help ease the transition from home to school. Parents and carers leave when registration takes place at 9.00am, and may re-enter the reception parents' assembly point from 3:50pm, ready for the end of day at 4.00pm.

The day includes a morning break during which time children are encouraged to eat a piece of fruit for their snack; and an afternoon break. Each break is for fifteen minutes. All children are expected to stay for lunch, which is a hot meal, and will be eaten in the hall with all members of staff; this is an important part of our school's family life and is a high priority for each staff member and child.

**Key person:**

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

At APSoL, the key person is the Reception Class Teacher. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. They will of course work in close partnership with the class teaching assistant and the Headteacher.

A key person is:

- A named member of staff who has more contact than others with the child;
- Someone to build relationships with the child and parents;
- Someone who helps the child become familiar with the provision;
- Someone who meets children's individual needs and care needs;
- Someone who responds sensitively to children's feelings, ideas and behaviour;
- The person who acts as a point of contact with parents

## 4. Curriculum

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 interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building pupils's capacity to learn, form relationships and thrive. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

APSoL school staff and Governors believe that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as what we learn.

The Reception curriculum will be planned, overseen and delivered by the Reception class teacher and an experienced Teaching Assistant. The Headteacher will support the teaching and learning in Reception, and take part in the teaching and assessment processes.

Volunteers will also be encouraged to support Early Years children, under the direction of the class teacher.

#### **4.1 Planning**

Teachers and their assistants plan activities and experiences for pupils that enable pupils to develop and learn effectively. In order to do this, teaching staff working with the youngest pupils are expected to focus strongly on the 3 prime areas.

Staff also 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 pupil may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from the SENCo and other agencies, where appropriate. In planning and guiding pupils's activities, teaching staff reflect on the different ways that pupils learn and include these in their practice.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Teaching staff will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As pupils grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help pupils prepare for more formal learning, ready for the upper years.

The core purpose at APSoL, is to teach for enjoyment and progress, ensuring that all children steadily acquire and improve skills, knowledge and understanding. In EYFS children join a community of lifelong learning - children and adults alike. High quality expectations for teaching, learning and conduct is established in EYFS and is consistently and clearly applied throughout the school. The more specific features of good practice which apply to the EYFS are as follows:

- The very close partnership between teachers and parents/carers that helps our children to develop a positive self-image of themselves as learners and, therefore, to feel secure and confident at school;

- The understanding that teachers have of early child development and special educational needs and how this relates to teaching and learning;
- A kinaesthetic and visual approach to curriculum delivery, which provides rich and varied opportunities for 'small world' play - using toys and models which replicate real life activities - and for role play (involving areas inside and outside the classroom which simulate real life situations and provide opportunities for imaginative play);
- The range of approaches that provide first-hand experiences; give clear explanations; make appropriate interventions; and establish and develop the children's ability to play, socialise and communicate with others;
- A very strong emphasis on communication to generate a language for learning; to seek every opportunity to talk with children about their learning, encouraging them to listen and respond productively as appropriate to their level of need;
- The carefully planned and well-resourced curriculum and schemes of work that help children to maximise their potential against the Early Learning Goals. This includes off-site visits and drawing on the resources of the local and wider community;
- The high value placed on Language, Music, Art and the performing arts;
- A safe, high quality-learning environment - both indoors and outdoors, available throughout all seasons and weathers;
- The assessment, through observations, of children's achievement, progress and future learning needs, which are regularly shared with parents and carers, and the appropriate resourcing and training of staff to meet the children's needs;
- The good relationships between APSoL, other educational and early years settings and agencies which have already been established even at pre-opening stage.

## 5. Assessment

At APSoL, 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. Teaching staff also take into account observations shared by parents and/or carers.

When a child is aged between 4 and 5, teaching staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

## 6. Working with parents

We recognise that pupils learn and develop well when there is a strong partnership between teaching staff 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.

A Parent information evening is held in June for parents of the prospective Reception group. The purpose of this meeting is to welcome all our families to the APSoL school family, to disseminate important information, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children.

Several events take place during the second half of the summer term prior to the child's admission in September; these include afternoon activities and a picnic. Parents are welcome to attend all or some of these activities.

Links will be made with the pre-school settings and where practicable the Headteacher / Classteacher will make a visit in July.

During the early part of September the Class teacher and teaching assistant will arrange a home visit for each child. The purpose of this is to see the child in their own familiar setting, where they are confident and comfortable. He/she will be encouraged to share a favourite toy or game and provide a chance for parents to ask individual questions pertinent to their own child and his/her needs.

### **Further communication systems include:**

- Whole school weekly Friday communication – electronically to all parents (Parent may request hard copy if necessary through the school office and via book bag)

- Daily opportunity for brief updates at the point of dropping off or collecting children. Anything more than a few minutes' conversation will require an appointment to be made through the school office;
- Home/school reading journal
- Email / telephone via the school office;
- Progress meetings will take place in October, February and June;
- Information meetings and workshops will take place throughout each school year. In EYFS this will include the teaching of reading and early maths skills.

## 7. Safeguarding and welfare procedures

### 7.1 Toileting and Toilet Training

Some of the pupils who join us at APSoL might require support with toileting and toilet training. This is an important but challenging milestone in the early years settings, and pupils will come to the school with different levels of training. We are aware that child abuse can happen in the early years setting and will put in place the following procedures around this type of care at the school:

- Ensure that staff are suitably checked (DBS) and that safer recruitment processes have been adhered to
- Put in place procedures/guideline for intimate care
- Carry out a risk assessment of the toileting process and areas used
- Be made aware of the recording requirements if changing nappies and/or toileting
- Involve the child as far as possible in his or her own intimate care
- Consider what additional support a child and staff may need in the instance that a child soils themselves, and put in place an actionable plan for this situation
- Record instances of soiling and put in place a way in which we will inform parents
- Ensure other staff are aware if one member of staff is undertaking toileting support for a child
- Ensure all EYFS staff are familiar with the settings safeguarding policy including the section on allegations against staff and that all staff are up to date with their safeguarding training.

#### **SAFETY:**

- Children are taught to stay safe through the Personal Social Health Citizenship education programme, which is a fundamental part of the whole school curriculum. "Staying safe". Aspects of personal safety awareness within the reception year will be identified in the curriculum plan and taught explicitly.

- APSoL takes safety of its pupils very seriously and various related safety policies and procedures are available in the school office and published on our website. The Principal or the Governor with responsibility for Health and Safety will be happy to discuss these in more detail should a parent / carer wish to do so. Specifically the following procedures must be observed:
- At 9.00am the gate to the Reception area is locked. Security systems operate throughout the day to enable visitors to enter via one main gate and report to the school office. A visitor can only gain access to the teaching parts of the building via the school office and foyer, requiring a staff member to open security doors. All parents must leave promptly at 9am.
- Similarly the reverse of the above procedure operates from 3.50 pm. to enable prompt collection of children at the end of the day
- No child will be handed over to the care of any adult other than a parent / carer or person nominated by the parent and known to the Reception class staff
- No mobile phones / cameras other than the designated school mobile phone and cameras may be used in EYFS. Visitors including parents are expected to respect this. Any visitor or volunteer spending time in Reception will be asked to leave mobile phones in a secure place within the school office
- The EYFS learning environment is checked frequently for health and safety and this is recorded in a log scrutinised regularly by the Headteacher. The Health and safety governor monitors that any repairs and maintenance is undertaken in a timely manner.

## **7.2 Safeguarding Policy**

Further safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Principal Designate every year. At every review, the policy will be shared with the Full Governing Body.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing pupils	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy