



# Gilded Hollins Early Years and Foundation Stage Policy

Reviewed: Autumn Term 2024  
Reviewed Bi-annually

To be reviewed Autumn Term 2026

## Statement of intent

At Gilded Hollins School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### 1. Legal framework

1.1 This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2021) 'Keeping children safe in education 2021'.
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- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

1.2 This policy operates in conjunction with the following school policies:

- Complements and Complaints Policy
- Pupil Equality, Equity, Diversity, and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Medicines Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Data Protection Policy

### **Roles and responsibilities**

**The governing board is responsible for:**

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed through the Complements and Complaints Policy
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The EYFS lead, in conjunction with the Headteacher has responsibility for the day to day implementation and management of this policy.
- Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- Staff, including teacher, support staff and volunteers, are responsible for remaining alert to any issues of concern with children.

## Aims

### Through the implementation of this policy, we aim 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.

### Four overarching principles shape our practice:

- 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 the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

### 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.

## **Learning and development**

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
  - Listening, attention and understanding
  - Speaking
- Physical development:
  - Gross motor skills
  - Fine motor skills
- Personal, social, and emotional development:
  - Self-regulation
  - Managing self
  - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing
- Mathematics:
  - Numbers
  - 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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, 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 use what they already know to learn new things, and develop strategies for doing things.

### **Curriculum**

Our Curriculum in Early Years is built upon our knowledge of the children, information from parents, inspiration from our community and underpinned by the Educational Programmes set out in the EYFS Statutory Framework. Our curriculum is designed so that each programme of study begins with the foundations laid down in the early years.

Our Curriculum is broad and balanced so that children can reach their full potential by learning new skills and understanding the world around them. We understand the importance of the prime areas of learning and aim to unlock potential through providing a nurturing environment where children can thrive.

In Reception, phonics is taught through the systematic synthetic scheme of Read, Write Inc.

Maths is taught through the use of the NCETM programme and White Rose maths scheme of work in line with the rest of the school community.

We intend to equip our children with key life skills that will allow them to progress to the next stage of education as confidence, resilience and capable learners.

### **Teaching and Learning**

Our learning environment motivates, inspires and provides a safe space for children to think creatively and critically within their play. The classroom is adapted to suit the cohort of children within it and has spaces defined that meet the needs of individual children.

Adults play a key role in children's learning, modelling, explaining and demonstrating to give children's high-quality learning experiences based upon communication. Children are taught key vocabulary explicitly throughout the year and are taught to use these new words purposefully within their learning.

Each area of learning is planned out carefully to ensure that children are building on their skills over time. Our children learn best when they are able to voice and extend their own interests within the

continuous provision. Staff are readily available to interact, comment and ask questions to deepen children's understanding and allow them to become experts in their own learning.

Children take part in a range of whole class and small group activities and interventions are implemented flexibly to meet the needs of all learners.

Children in Reception are included in whole school events such as World Book Day and Singing Assemblies and are visited from a variety of professionals within the community such as Artists and Authors.

## **Assessment**

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.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

Gilded Hollins School will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.
- A termly overall assessment in reading, writing and maths, recorded on INSIGHT, in line with the rest of the school.

The school ensures that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

The school reports EYFS Profile results to the LA. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead will discuss any cause for concern in a child's progress with the school SENCO and the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with 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 it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

### **Inclusion**

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO- Mrs L Osborne.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

At Gilded Hollins School we use a variety of teaching strategies based on children's individual needs. Through early identification we carefully tailor the children's learning experiences by providing engaging and motivating activities and resources that challenge and build confidence.

We work together in partnership with other agencies to ensure children get the right support at the right time.

### **The learning environment and outdoor spaces**

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

## **Safeguarding and welfare**

All necessary steps are taken to keep the children in our care safe and well. 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.

**The DSL is Mrs Chris Burns (Headteacher)**

**The deputy DSL is Mrs Cathy Malley (Deputy Head)**

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.

The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

## **Parental involvement**

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to 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.

The Headteachers office will be utilised for confidential discussions between staff and parents.

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.

Parents are asked to complete admission forms, a medical form and to complete an 'all about me' booklet about their child to help the school to understand their character and personality.

Parents are invited to make comments on learning journeys and complete their own observations at home.

## **Transition periods**

The following process is in place to ensure children's successful transition to Year 1:

- The children are invited to visit their new year 1 classroom and to meet their new teacher in the summer term.
- A parent meeting is held on the first week of Autumn term where general class information is shared with parents.

### **Monitoring and review**

This policy is reviewed **bi-annually** by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is December 2024