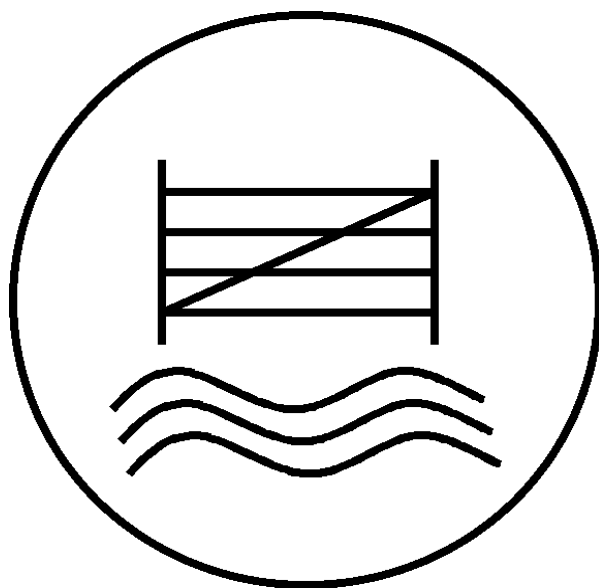


Ambergate Primary School Early Years Foundation Stage Policy



Adopted by Full Governors

January 2025

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high- quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory framework for the Early Years Foundation Stage

At Ambergate Primary School we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners. Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

EYFS Legislation

This policy is based on requirements set out in the 2025 Statutory Framework for the Early Years Foundation Stage (EYFS) which sets the standards for learning, development and care of children from birth to five.

This is based upon four principles:

- A unique Child: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Positive Relationships: children learn to be strong and independent through strong relationships
- Enabling Environments: children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teaching staff and parents/carers
- Learning and Development: children develop and learn in different ways.

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice

- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests, and stages of development across the seven areas of learning

If these aims are met the children will:

- Learn to be learners
- Become independent learners and develop self-awareness and be self-evaluating.
- Question, challenge and explore ideas.
- Communicate their ideas and opinions clearly.
- Become 'active' listeners.
- Enjoy listening to and reading stories.
- Develop legible handwriting.
- Develop the skills and concepts appropriate to mathematical and scientific enquiry.
- Understand and explore their lives, past and present and the place in which they live.
- Develop creative minds.
- Be active, agile, co-ordinated and confident during movement and drama.
- Have fun and enjoy school.

Teaching staffing and Organisation

At Ambergate Primary School, we have a mixed Reception/Year 1 class that has the use of a large classroom and dedicated outdoor area. Both the indoor and outdoor learning environments have clearly defined learning zones for the children to access. Teaching staff are facilitators of children's learning. They provide a balance of adult led and child-initiated experiences. Throughout the day and the children always have 'free flow' access to the outdoor area, in all seasons. Teaching staff are aware of the need to be flexible to respond to unplanned events that the children are interested in. The children take part in 'Thacker's Thursday' every week, which involves walking to Thacker's Wood and taking part in outdoor education activities as well as child-initiated activities.

Curriculum

Our curriculum reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development which are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child-initiated activities in order to reach the levels required at the end of EYFS. 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.

There are three prime areas of learning:

- Communication and Language
- Physical Development Personal
- Social and Emotional Development

In addition, there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three characteristics of effective learning underpin our curriculum.

- Playing and exploring -- children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning -- children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our planning focuses on the children's needs, their interests and their stages of development. We deliver the curriculum following an objective led planning approach combined with carefully planned opportunities, following the children's interests, where we present new concepts in meaningful contexts that enable the children to build on what they already know.

Planning

Each term has a new topic that has carefully chosen concepts, which will encourage the children to think more deeply about the world around them. The concepts will be used as a thread across the different learning areas and will be

subject to class discussions. Medium term planning shows the key learning experiences for each area of the curriculum and incorporates questions and interests the children have posed during elicitation tasks. Teaching staff use objective led planning to ensure coverage across the 7 areas of learning following the children's play. This planning ensures learning experiences meet the needs of all the children and addresses new questions and interests posed by the children as the topics progress and evolve.

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning. We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of continuous provision available in the classroom and outside, that is designed to offer open-ended, learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. The provision is enhanced regularly with additional resources, based on adult observations and any changing interests the children demonstrate. Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others.

Observation and Assessment

At Ambergate Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child-initiated activities and guided activities, observations of significant moments are recorded, to be used to inform staff of progress made and to identify next steps needed. The children write their name every half term and 'draw a person' to show progression in their fine motor skills. During the first term in Reception, the teacher assesses the ability of each child using a baseline test.

In the Spring and Summer term, teaching staff consider the 17 ELGS in the EYFS Profile to decide whether each child is working at emerging or the expected standard. Judgements against the ELGs are based on ongoing observations, all relevant records and discussions with parents and carers. The results of the Profile are shared with parents and/or carers, in the form of an end of year

report. Parents and/or carers are updated on their children's progress through informal conversations and a parent meeting in Autumn and Spring term. There is also an opportunity for a parent consultation meeting after the final report is sent home in the summer term. The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Positive Relationships

At Ambergate Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our induction meeting.
- Providing a booklet of information about commencing Reception at Ambergate Primary School.
- Outlining the school's expectations in the Home-School agreement.
- Inviting new starters to spend time in Reception Class for sessions during the summer term.
- Providing an induction meeting for parents/carers to meet with teaching staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- The use of transitional objects (rabbits) to support the children's emotional welfare
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if teaching staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the 'reading record' and school newsletters.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of the Autumn term and the Summer term.

- Parents are invited to a range of activities throughout the school year such as; assemblies, workshops, Christmas Nativity play and sports day etc.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers, Thacker's Thursday, support educational visits etc.

Health and Safety

- We ensure that our teaching staffing arrangements meet the needs of all children and ensure safety. We ensure the children are always supervised effectively indoors, outdoors and on educational visits by following the guidance on the ratio of children to adults in different situations.
- We ensure there is always a first aid box accessible with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment. We inform parents and/or carers of any accident or injury sustained by the child on the same day and of any first aid treatment given. All the teaching staff working in the Foundation stage are Paediatric First Aid trained.
- All medication is only administered to a child where written permission for that medicine has been obtained from the child's parent/carer. We keep a written record each time a medicine is administered to a child.
- We carry out written risk assessments when appropriate to inform teaching staff practice, and to demonstrate how we manage risks. Please refer to the Health and Safety policy for further information.
- Staff are aware of and follow the guidance produced by the Food Standards Agency on Early Years Food Choking Hazards (Appendix 1).

Policies

Relevant school policies are available to access on the school website.

Appendix 1

Early years food choking hazards



Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old)

Vegetable and fruits	Advice
Pips or stones in fruit	Always check beforehand and remove hard pips or stones from fruit.
Small fruits	Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).
Large fruits and firm fruits	Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.
Vegetables	Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering.
Skin on fruit and vegetables	Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.
Cooking fruit and vegetables	Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons.
Meat and fish	Advice
Sausages and hot dogs	Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.
Meat or fish	Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.
Cheese	Advice
Grate or cut cheese	Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.
Nuts and seeds	Advice
Chop or flake whole nuts	Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.
Bread	Advice
White bread and other breads	White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips.
Snacks and other foods	Advice
Popcorn	Do not give babies and young children popcorn.
Chewing gum and marshmallows	Do not give babies and young children chewing gum or marshmallows.
Peanut butter	Do not give babies and young children peanut butter on its own, only use as a spread.
Jelly cubes	Do not give babies and young children raw jelly cubes.
Boiled sweets and ice cubes	Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.
Raisins and other dried fruits	Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces.

Make sure food is prepared appropriately for children under 5 years old, see: <https://www.nhs.uk/start4life/weaning/>

It is also advisable that care givers are familiar with how to respond to a choking incident, see: How to stop a child from

choking: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-stop-a-child-from-choking/>

and How to resuscitate a child: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-resuscitate-a-child/>



Department
for Education

Changes to the EYFS safeguarding requirements from September 2025



From September 2025 the EYFS safeguarding requirements will be strengthened. Below are some of the changes you need to be aware of for your settings:

- Amendments to promote **safer recruitment**, including: new expectations to provide references, requirements to obtain references and a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.
- New requirements for providers to follow up if a **child is absent** for a prolonged period of time and amendments to ensure providers hold additional emergency contact details.
- New requirements to ensure **safer eating**.
- Creation of a **safeguarding training** criteria annex and a requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place.
- Amendments to ensure that early years students and trainees are required to have **paediatric first aid (PFA) training** in order for them to be included in ratios at the level below their level of study.
- New requirements to support **whistleblowing**.
- Amendments to ensure that **children's privacy** during nappy changing and toileting is considered and balanced with safeguarding considerations.
- A small number of **other minor changes** to the structure and wording of the safeguarding requirements to improve clarity.

To find out more visit:

<https://www.gov.uk/government/consultations/early-years-foundation-stage-eyfs-safeguarding>

