



Mission Statement

“A Caring Christian Family Where We Grow Together”

EYFS MANAGEMENT PROCEDURE

Effective Date: 01/04/2017

Review Date: Sept 2025 Annual

Review Date	Signed Head Teacher	Signed Director RCSAT
08/09/2018	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
13/09/2019	<i>J. L. J. J. J.</i>	<i>P. B. B. B.</i>
15/10/2020	<i>J. M. Badger</i>	<i>P. B. B. B.</i>
30/09/2021	<i>J. M. Badger</i>	<i>P. B. B. B.</i>
30/09/2022	<i>J. M. Badger</i>	<i>P. B. B. B.</i>
18/03/2024	<i>J. M. Badger</i>	<i>P. B. B. B.</i>
30/09/2024	<i>J. M. Badger</i>	<i>P. B. B. B.</i>

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



1. Legislation

1.1. This procedure complies with all current legislation.

2. Responsibilities for Implementing the Procedure

- 2.1. The Executive Headteacher shall have overall responsibility for the implementation of this Procedure and shall ensure that all aspects of the procedure are managed appropriately.
- 2.2. To facilitate this, the Executive Headteacher has designated named staff and governors to manage aspects of this procedure, including co-ordination, health and safety governance overview and routine checks on the operation of the Nursery, reporting any issues to the Executive Headteacher.
- 2.3. The named persons are detailed in Appendix 1 of the procedure.
- 2.4. The object of this procedure shall be to ensure that the children in nursery and reception thrive and develop in a safe and happy environment.
- 2.5. Staff shall conform to this procedure.

3. Quality of Curriculum

- 3.1. Every child deserves the best possible start in life and support to fulfil their potential. The Early Years Foundation Stage framework enables children to be kept safe and able to thrive.
- 3.2. The EYFS staff shall aim to provide:
 - 3.2.1. A love of learning,
 - 3.2.2. Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind,
 - 3.2.3. A secure foundation through learning and development opportunities which are planned around the needs and interests of each child are assessed and reviewed regularly, and are progressive covering all 7 areas of learning
 - 3.2.4. Partnership working between practitioners and with parents/carers,
 - 3.2.5. Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

4. Teaching and Learning

4.1. Planning the Curriculum

- 4.1.1. The curriculum shall be based on the Early Years Foundation Stage Framework (EYFS). There are four guiding principles which shape early years practice:
 - A Unique Child
 - Positive Relationships
 - Enabling Environments
 - Learning and Development
- 4.1.2. The four principles enable teaching and learning to reflect the children's rich and personalised experiences. .
- 4.1.3. There are seven areas of learning and development that shape the planning. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, from relationships and thrive.
- 4.1.4. Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the seven key features of effective practice
 - Providing the best for every child
 - Offering consistent high quality care and education for all out children
 - Planning a progressive curriculum with a focus on what we want children to learn
 - Implementing a range of assessment strategies to check what children have learnt in order to inform future planning

Supporting children to develop their self-regulation and executive function.

Developing a strong partnership with parents/carers through proactive and regular communication

4.1.5. The crucial three areas are:

Communication and language

Physical development; and

Personal, social and emotional development

The other four specific areas are:

Literacy

Mathematics

Understanding the world

Expressive arts and design

4.2. Assessment and Recording

4.2.1. Children shall be assessed through planned and spontaneous observations, photographs, videos and information drawn from discussions with the children and their parents. These are recorded using class books and the child's 'Learning Journey' on Tapestry or Class DoJo.

4.2.2. Parents may contribute at any time to the Tapestry learning journey books/Class DoJo with the addition of photographs and/or 'WOW' cards. This information shall be used by the class teacher to assess children's attainment against the Early Learning Goals.

4.2.3. At the end of the academic year, an EYFS Profile shall be 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.

4.2.4. The profile shall reflect ongoing observation, staff knowledge of the child, all relevant records held by the setting, discussions with parent/carer, and any other adults whom the teacher, parent/carer judges can offer a useful contribution.

4.2.5. Each child's level of development shall be assessed against the early learning goals and teachers shall indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging').

4.3. Special Educational Needs and Inclusion

4.3.1. Children with Special Educational Needs shall have equal access to the EYFS. All children matter and are given every opportunity to achieve their best.

4.3.2. SEND shall be managed in accordance with school Procedure PR-005-01 and shall be achieved by planning a curriculum that will meet the needs of children with special educational needs, children who are abler, children with disabilities, children from all social and cultural backgrounds, and different ethnic groups.

4.3.3. The needs of all children shall be met by:

a. providing resources that reflect diversity and are free from discrimination and stereotyping,

b. using a range of teaching strategies based on their individual needs,

c. ensuring access to every activity is safe,

d. providing 1:1 or small group support to targeted individuals where necessary.

4.4. Health and Safety

4.4.1. Health and Safety shall be managed in accordance with school Procedure F-PR-009-01 and Fire Safety Procedure F-PR-009-05, copies of which are available from Administration.

4.4.2. Each school's Risk Assessments and Safeguarding Procedures shall apply to the EYFS.

5. Achievement and Standards

5.1. Monitoring and Evaluation

5.1.1. The Foundation stage leader and School Principals shall be responsible for monitoring the standard of provision in the Foundation Stage.

5.2. Reporting to Parents

5.2.1. An open door policy shall exist to allow a free flow of information between the staff and parents at all times.

5.2.2. Parents shall have the opportunity to meet at least twice yearly regarding their child's progress and attainment in the Early Years Foundation Stage.

5.2.3. An end of year report shall be provided informing parents of progress and attainment in the Early Years Foundation Stage together with a download of the child's learning journey on Tapestry/Class DoJo.

5.3. Website

5.3.1. Parents can access the school website where they can see information about class routines, topics, watch relevant videos and download important documents. Parents shall also have access to the school Facebook and class Twitter pages/Class DoJo pages where appropriate.

6. Leadership and Management

6.1. Role of the Subject Leader

6.1.1. The role of the Foundation Stage Leader shall be undertaken in line with the school's leadership team requirements and shall be under the management control of the Principal and Executive Headteacher.

6.2. Role of the Board of Trustees

6.2.1. The Achievements Committee shall receive a written report each Autumn Term by the Subject Leader, highlighting strengths and areas for development.

6.2.2. The Board of Trustees may appoint a Link Governor for EYFS.

6.3. Continuous Professional Development

6.3.1. All staff professional development needs shall be identified through the schools professional development process and shall be given the opportunity to attend appropriate training specifically related to developing their practice.

6.3.2. Whole school and individual INSET shall be planned in line with the priorities in the SSDP.

6.3.3. The EYFS leadership shall be involved in developmental projects, lead teacher involvement and the CPD of other professionals e.g. NPQ qualification requirements/ tasks.

7. Two Year Old's Provision

7.1. The EYFS requires that parents/carers are supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This shall be completed when the child is aged between 24-36 months.

7.2. The aims of the progress check are to:

7.2.1. Review a child's development in the three prime areas of the EYFS,

7.2.2. Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.

7.2.3. Enable staff to understand the child's needs and plan activities and experiences to meet them in the setting.

7.2.4. Enable parents to understand the child's needs and enhance development at home, with support from the setting.

7.2.5. Note areas where the child is progressing well and identifies any areas where progress is less than expected.

- 7.2.6. Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).
- 7.3. The progress check shall:
- 7.3.1. Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
 - 7.3.2. Arise from the observational assessments carried out as part of everyday practice in the setting.
 - 7.3.3. Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
 - 7.3.4. Take account of the views and contributions of parents, and the child if appropriate.
 - 7.3.5. Take into account the views of other practitioners and, where relevant, other professionals working with the child.
- 7.4. Staff shall ensure that the progress check will:
- 7.4.1. Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
 - 7.4.2. Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
 - 7.4.3. Identify areas where the child is progressing at a slower pace than expected.
 - 7.4.4. Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.
- 7.5. The EYFS requires that the progress check is carried out when a child is age two and includes any child that starts at the nursery between the ages of 24-36 months.
- 7.6. Staff shall agree with parents when is the best time to provide the check and the following factors shall be considered before commencing:
- 7.6.1. The nursery shall allow a settling-in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check.
 - 7.6.2. The Key person shall share the progress results with parent/carer during an open class room, held termly.
 - 7.6.3. If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
 - 7.6.4. If a child has a period of absence or irregular attendance or attends for limited sessions, staff shall carry out the progress check, where possible, in time for parents to share it with the health visitor at the two year old health and development review.
 - 7.6.5. If the child has already had the health visitor 2 year old check the nursery is still required to carry out the EYFS 2 year old check.
- 7.7. Children attending more than one nursery or changing nursery
- 7.7.1. Where children are attending more than one nursery, the progress check will normally be carried out by the child's key person at the nursery where the child spends the greatest amount of time each week.
 - 7.7.2. The nursery carrying out the progress check shall consider whether it would be helpful to get the views of other practitioners working with the child at the other nursery(s).
 - 7.7.3. If a child moves between nurseries between 24 and 36 months, leaders and managers of the respective nurseries shall agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.
- 7.8. Preparing the progress check for a child with identified disabilities or special educational need
- 7.8.1. If the progress check is for a child with an identified disability, medical need or special educational need, the nursery shall take into account whether the child is already being supported by other professionals.

7.8.2. If so, the nursery shall agree with parents/carers how the views and contributions of those professionals can be sought.

7.8.3. The focus shall be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

7.9. Information sharing

7.9.1. The nursery shall include in the child induction process the sharing of both the child's and the health visitor contact details.

7.9.2. The progress check is a statutory requirement of the EYFS.

7.9.3. The setting shall seek the consent of parents to share information from the check directly with relevant professionals.

8. **British Values**

8.1. The nursery shall operate in accordance with RCSAT procedure RCSAT-PR-003-04, copies of which are available from Administration.

8.2. Included in the teaching and learning shall be discussions at an appropriate level on:

8.2.1. Democracy: making decisions together, as part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development.

8.2.2. Rule of law: understanding rules matter as cited in Personal Social and Emotional Development, as part of the focus on managing feelings and behaviour.

8.2.3. Individual liberty: freedom for all, as part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World.

8.2.4. Mutual respect and tolerance: treat others as you want to be treated, as part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World.

9. **Record Keeping**

9.1. The following records are kept:

9.1.1. Each child's EYFS progress check

9.1.2. Each child's reports to parents

Appendix 1**RESPONSIBILITIES**

Area of Responsibility	Person Responsible
Overall responsibility	Executive Headteacher
Co-ordinator in School - Bunbury	Principal of School
Co-ordinator in School – St Oswald's	Principal of School
Co-ordinator in School – Warmingham	Principal of School

