


Subject Policy for Early Years (EYFS)



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Signature of Chair of Governors Matt Dunkin	Signature of Headteacher Jill Cromeey 

Mission Statement

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

NURTURE-GROW-FLOURISH

Legislation and Guidance

This policy is based on the statutory requirements set out in the [Statutory Framework for the Early Years Foundation Stage For Group and School-Based Providers \(applies from 4 January 2024.\)](#)

The [Reception Baseline Assessment](#) will take during the Autumn 1 or within the first six weeks after a child starts in Reception.

This policy refers to the recommendations in the [Development Matters 2023 Non-Statutory Guidance](#).

Curriculum Intent within the EYFS

The curriculum, in its widest sense, firmly underpins the school's vision, aims and school motto 'nurture, grow flourish.' At Stubbins, the curriculum is rooted in the needs and context of our community and learners. We provide an enriching and exciting curriculum, the foundations of which are rooted in quality first hand experiences, designed to develop vocabulary and cultural capital whilst ensuring that knowledge is durable and transferrable allowing pupils to make connections, develop and apply skills and reason.

Our school curriculum design focuses on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve well. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Stubbins with the confidence, knowledge and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society. Integral to this is the commitment for a smooth transition and meaningful and effective teaching and learning in EYFS that links to the wider school curriculum.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Within the Early Years we help children to learn through play and exploration. The EYFS seeks to provide quality and consistency so that every child makes good progress and no child gets left behind. At Stubbins, we seek to provide 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. We believe that all of our pupils have potential and we strive to give them the necessary foundations to enable them to succeed in the rest of the schooling and future prospects. We do this by ensuring partnership working between parents and practitioners and where necessary adopting a multi-agency approach.

The school's long term plan for the EYFS curriculum sets out the content of teaching. Overarching topics are used to hook children's interests and to expose them to new learning opportunities which they may not have accessed before. We have carefully designed this curriculum to ensure topics are progressive

and new knowledge is introduced to pupils, whilst giving children the opportunity to over-learn and embed their prior knowledge. Each topic will last for a half-term and is linked to relevant, diverse books to promote a love of reading. Our long term plans are supported by the school's subject progression documents which demonstrate learning outcomes within each subject area. Short term planning details how this content is developed over a series of lessons within the unit of work.

Within the EYFS, short-term planning is differentiated to the different stages of development and follows the Observation – Assessment - Planning cycle, to ensure that it meets the specific needs of each individual child. Teachers will use their professional knowledge to decide what skills children need to develop. Short term planning is centred on the current topic and story books are used as a hook into learning. We recognise the importance of reading for enjoyment and therefore by ensuring our pupils access a wide range of texts and genres, we promote a love of reading and learning.

Knowledge Organisers

Each unit of work has a corresponding knowledge organiser which has been designed purposefully alongside the subject content and progression. These are used for every topic. They are used in a variety of ways in the classroom:

- To draw pupil's attention to the facts they will learn and how these fit into the bigger picture. This gives pupils a sense of perspective and coherence.
- To assess pupils understanding about a unit.
- To support learning at home through homework tasks and projects.
- To check previous knowledge by revisiting at regular intervals (knowledge days).
- To make clear links with prior and future learning.
- To ensure progression of key concepts and vocabulary.

Communication and Language

At Stubbins, Communication and Language is central to everything that we do. Staff are devoted to improving the children's speech and language skills striving to ensure children leave the EYFS with the necessary communication and language skills to succeed in life and have a positive impact on society in their future life. Within our school, we use several different programmes and interventions to support this.

Wellcom is a language intervention which is designed to enable staff to quickly and easily identify children needing speech and language support, making a crucial difference to their confidence and attainment. All children throughout the EYFS are screened termly to identify these concerns. Interventions are then delivered in small groups by teaching assistants and/or teachers at least three times a week. The Big Book of Ideas are used to ensure appropriate activities are set and these activities are shared with the child's parents too.

Overarching principles of the EYFS Curriculum

There are three main learning and development requirements within the EYFS. These comprise of the seven areas of learning and the educational programmes, the early learning goals and the assessment requirements throughout the EYFS. The Early Years Foundation Stage is based upon four overarching principles.

- A Unique Child

Staff will ensure every child is safe; they will follow children's individual development and set next steps in a child's learning. Every child will be valued, they will be constantly learning, they can be resilient, capable, confident and self-assured.

- Positive Relationships

Children will learn to be strong and independent learners, building good relationships with parents and teaching staff. We aim to develop caring, respectful and professional relationships with the children and their families as they start their journey with us at Stubbins.

- Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs. They will be provided with stimulating resources and rich learning opportunities through play and playful teaching.

- Learning and Development

Children learn in different ways and at different rates. All areas of learning are equally important focusing on your child as a whole.

Seven Areas of Learning

Learning in the EYFS is split into seven areas of learning which run alongside the characteristics of effective learning (CoEL). The Characteristics of effective Learning (CoEL) describe how children learn within the EYFS. The seven areas of learning are then split into prime and specific areas of learning.

Prime areas of learning focus on the key skills which children must acquire first in order to develop fundamental basic skills. Specific areas of learning move children on in their learning and allow them to develop wider knowledge and skills.

Each of the seven areas of learning are broken down into smaller sub-areas which focus on specific skills for the children to develop. These are outlined below.

Prime Areas of Learning

- Communication and Language
 - Speaking
 - Listening, Attention and Understanding
- Personal, Social and Emotional Development
 - Building Relationships
 - Self-Regulation
 - Managing Self
- Physical Development
 - Gross Motor
 - Fine Motor

Practitioners are expected to focus strongly on the three prime areas as these are the basis for successful learning in the specific areas. These prime areas reflect the key skills and capacities all children need to develop and learn effectively and will help children to become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as the children grow in confidence and ability within in the three prime areas. Teacher judgement will be used. If a child's progress, in these areas, gives cause for concern, practitioners will discuss this with parents and or carers and agree how to support the child, ensuring they liaise with the SENCO.

Specific Areas of Learning

- 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

Characteristics of Effective Learning (CoEL)

When planning and guiding children's learning, practitioners will reflect on how children learn. The characteristics of effective learning support practitioners in doing so. There are three areas within the CoEL:

- Playing and Exploring - Children investigate and experience things by "having a go" developing a positive mind-set.
- Active Learning - Children begin to concentrate and keep on trying if they encounter difficulties, developing a growth mind-set.
- Creating and thinking critically - Children develop their own ideas and make links between them, developing strategies for doing things.

Purposeful Play

Within the EYFS, we recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. At Stubbins, each of the areas of learning will be implemented through planned, purposeful play and through a mix of child initiated and adult led activity. We know that children will thrive through warm, positive interactions with their key person or class teacher which stimulate learning experiences designed to meet the child's needs and interests. As children grow older, the balance will gradually shift towards more adult led activities to help children prepare for formal learning in Year 1.

Transition

When parents accept the Reception place, a transition programme will begin to support children starting our school in Reception.

The process is as follows:

- Parents are added to a new intake class dojo group to allow for effective communication during the transition period.
- Telephone calls are made to parents after their places have been accepted. This provides some basic information about their child and begins the positive relationships between home and school.

- A Microsoft forms is sent to gather information about their current nursery provision and whether parents are happy for school to contact the nursery setting to gather further information.
- New parents information meetings will take place to complete induction paperwork and share further information about transition days and the first week of school.
- Transition Stay and Play visits will take place with children split into two groups – A and B based on alphabetical order of surnames. Splitting the class into smaller groups allows the staff and children to build relationships easier.
- For the first day, children will start part-time. We will work with parents to decide when children are ready to start full-time. This may be from the first week or reasonable adjustments will be made for those who need an enhanced transition.

Transition into Year 1

Following the completion of the EYFS, children will move onto the National Curriculum in Year 1. In order to ensure a smooth transition, children will experience transition days, where they get to see their new classroom and meet their new teacher. All profile data collected at the end of the EYFS is discussed with Year 1 class teachers so that they can continue to help the children to achieve the Early Learning Goals if they have not done so already.

Assessment

Within the EYFS, assessment is recorded through the use of both Tapestry (an online learning journey) and in Reception, writing and maths books. The online portfolio 'Tapestry' is used to record photographs, video and audio clips, and observations of learning. Practitioners ensure that there is a wide range of evidence related to the areas of learning, and appropriate to each child's current level of development. This evidence is mainly child initiated learning; gradually recording more adult directed tasks as the year progresses. Parents will be given access to these learning journeys via email and for those who cannot access the internet, printed copies will be available. Parents are encouraged to access these records of Learning and to actively contribute to their child's Learning Journey through adding observations on Tapestry and through stay and play sessions in school. In Reception, children will also have a Writing book and a Maths book. These books are an excellent tool to evidence progress throughout the year.

Progress and attainment across the EYFS is tracked using the school's own assessment system which is based upon a progressive subject criteria that is assessed within each area of learning. This assessment is informed by the evidence collected by practitioners within the EYFS and is moderated both internally and externally with our cluster and Local Authority. Assessment information is used in order to formulate interventions and additional support through the class action plan.

The Early Years Foundation Stage Profile

This piece of assessment measures the attainment levels of Reception pupils at the end of the EYFS, using the early learning goals (ELGs). The ELGs are assessed at the end of the EYFS, in Reception, through the Early Years Foundation Stage Profile. The children's progress will be tracked throughout the EYFS and this information, alongside observations from home and at school will form the overall judgement at the end of the EYFS. A Good Level of Development (GLD) is described as reaching the expected standard in at least Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.

Parental Engagement

We recognise and value that parents are children's first educators and have a profound impact on their children's education. We understand the important role parents have played in their children's education so far and the role they will play in educating their children in the years to come. We therefore seek to involve our parents and carers fully in their child's educational journey.

We use a variety of methods to do this:

- Gradual admissions – talking to you before your child starts school to understand their needs and celebrate their achievements.
- Tapestry – an online tool to share observations between home and school.
- Class Dojo accounts – celebrating behaviour at school
- Daily conversations with parents/carers on arrival and departure from the setting.
- Home learning menus/activities.
- Home learning books
- Play and Stay sessions
- Targeted Stay and Play sessions
- Range of seasonal activities e.g. Nativity/ Easter Bingo/ Bedtime stories.
- Parent Conferences
- Termly Reports
- Parent Information Display
- Verbal communication
- Written communication e.g. letters from school.
- Transition arrangements e.g. visits to the setting/ gradual admissions.
- Key worker relationships
- Nursery Visits at the start of the year for Reception pupils
- Open door policy, which allows parents to talk to EYFS staff if they have any concerns.

Termly Reports to Parents

Summary reports provided at the end of the Autumn and Spring term provide parents with attendance information, attitude to learning and behaviour grades, information as to whether pupils are making below, expected or more than expected progress and comments on how to provide further support for learning at home.

At the end of the summer term, parents receive a full academic report for their child. This report includes:

- Brief details of achievements in all areas of learning and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The pupil's attendance record including;
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of the Early Years Profile assessments.

Termly Stay and Play Sessions and Parent Conferences

Within the EYFS, we recognise the importance of sharing information between home and school. Parent conferences are a great way to do this providing an opportunity for parents and class teacher to discuss the child's progress and targets for the year ahead. These take place termly.

We also recognise it is more age appropriate for stay and play sessions to take place which allow the children and parents to play together in the setting, whilst teachers can model effective teaching strategies for parents. These sessions provide regular, informal opportunities to share progress and attainment information with parents alongside commentary on what is being done to support their child's learning and how they can support at home. It is a great way for parents to raise any observations they have seen at home and contribute to their child's learning journey. The first allows for discussion of how pupils have settled into the new school year and allows staff to share their baseline assessments with the parents. This is then complemented by the December academic report.

The spring term stay and play allows for a mid-year review and is followed up with the spring term academic report.

In the Summer term, a final stay and play session is offered and a more formal parent conference takes place after parents have received their child's full academic report and provides opportunity to discuss this and the next year further. This conference is also accompanied by our Meet the Teacher sessions and recordings which provide information about the next academic year.

Targeted Stay and Play have been introduced to offer support to children and their families in communication and language skills and how to develop a love of reading. Teachers will identify a few families each term who would benefit from these interventions. Interventions will take place in school with the Assistant Headteacher and/or class teacher.

Safeguarding and Welfare Requirements

The Safeguarding and Welfare requirements cover the steps that providers must take to keep children safe and promote their welfare. Children learn best when they are healthy, safe and secure and when their needs are met. The following requirements explain how we keep children safe and well.

Key person

As soon as the child starts the setting, a key person will be assigned. Parents and carers will be informed of the name of the key person and explain their role when the child starts attending the setting. This person is responsible for the learning and care to meet the child's needs. They will seek to engage and support parents and carers at home.

Child Protection

It is very important to us to ensure that children are taught in a safe and nurturing environment. We support children in understanding choices about risk taking and their own safety. We also understand that we are responsible for the welfare of your children whilst they are in our care and take their security, as well as that of staff members very seriously (for more information please see: *Safeguarding and Child Protection Policy and Intimate Care Policy*). Throughout school, all professionals have a duty of care to report any issues or concerns in the child's life at home or elsewhere. The safeguarding policy includes definitions of child abuse and the actions to be taken when there are safeguarding concerns. Please refer to the *Safeguarding policy* for further information.

Head Counts

Throughout the day, class teachers are responsible for counting their children and ensuring the children are present. A fire register is completed at the start of each session with the absent children recorded and total number of children present for that session. This ensures all staff are aware of how many children are present and can ensure all children are present at all times.

Regular headcounts are taken throughout the day. This is most easily completed during key worker time as each person is responsible for their own group of children. In Reception, the class teacher will check this during carpet time by looking for any additional spaces. Headcounts should be taken at the following times as a minimum:

- Morning/afternoon register to ensure accurate completion of the register
- At key worker/ carpet times
- Before outdoor play
- After outdoor play
- On the playground before re-entering the building (e.g. reception after lunchtime play)
- When leaving the classroom e.g. for lunch/ PE
- On return to the classroom e.g. after PE/ assembly.
- Before the children are released at home time.

The class teacher may deem it necessary to complete headcounts at other times of the day too. This should be completed regularly by support staff too.

In EYFS, we recognise that outdoor play can take place as a free flow activity where children can choose between both indoor and outdoor play as they please. Children may also mix between classes e.g. Reception outdoor area and will come in and out for the toilet. This can make it difficult to have an accurate count of both children inside and out. Where this happens; it is vital that counts before outdoor play and after outdoor play are completed. Staff should know how many are present in total so that should a fire drill take place, accurate counts can take place when all children reach the assembly point.

Arrival

On arrival to the setting, the class teachers will stand at the main door to greet the children and their families. Class teachers/TAs will stand in the cloakroom at the door and support the children to hang up their coats and bags. Children will go into the classroom and sit in their carpet spaces; supported by the TAs. A morning task is given. At 9am, the teacher will return and take the register. The fire register will be updated and the class teacher will inform the TAs of the total number in class today.

Collection

In order to keep the child safe, a safe collection list and passwords are collected from parents and carers on entry to the setting. Children can only be released into the care of individuals who have been notified to us by the parent or carer. This ensures children are not taken from the setting by unauthorised persons. We recognise that in emergency situations, extended family or friends may collect children from the setting. Passwords enable parents to inform us of a different person collecting and staff can ensure they are authorised persons to collect. A list of the safe persons and passwords are kept in each classroom to ensure safe release should a supply teacher be required.

Home Time Procedures

Children in Reception will sit in their carpet spaces with their home time things. The class teacher will dismiss from the classroom fire door calling children one by one as their parents arrive. We operate a hand to hand policy so children are called one at a time as parents arrive. They are handed to the parents and information is shared with parents as necessary.

At home time, the class teacher is responsible for ensuring children leave with a safe person. If the class teacher is in any doubt about who is collecting they will ask who the person is and they will ask for the password and check it against their records. If this matches, the child will be called. Where possible we will check this with the child. For example by asking "who is this?" This may not be appropriate for some of the younger children however staff will monitor the child's reactions. If the password is unknown/

person is not on the list – the person will be asked to wait. Staff will explain why this is happening and a phone call home will be made to verify that the person is safe to collect.

Suitable People

At Stubbins, practitioners are suitable to fulfil the requirements of their roles due to our Safer Recruitment Policy. DBS checks are carried out on all staff and staff are expected to disclose any convictions, cautions, court orders reprimands and warnings. People whose suitability has not been checked, will not have unsupervised contact with children.

Hygiene

At Stubbins, children's health and safety is of the utmost importance to us. Whilst attending our setting, children will have the opportunity to access food and snacks. We therefore ensure that our setting meets high levels of hygiene standards. When accessing snack, children have to wash their hands. Children are always accompanied by an adult when using the snack area to ensure that snack can be accessed in a safe way. Furthermore, we ensure that all staff are aware of children with any allergies, so that snack may be given in a safe way. Their photographs are clearly displayed by the snack area, along with the nature of their allergy. We are aware that some children and adults within our school are allergic to nuts, we are therefore a nut-free environment, ensuring that we keep all members of our school community safe.

Please refer to the school policy for Health and Safety/ First Aid/ Invacuation/ Risk assessments.

Behaviour Management

Children benefit most when adults adopt a consistent and positive approach to the management of their behaviour. By establishing routines and clear boundaries according to the child's level of understanding they will become aware of what is expected of them.

Encouragement of positive behaviour is used throughout school. (See Behaviour Management policy.) It is an integral part of the EYFS and some examples include:

- Classroom behaviour visuals e.g. traffic light system
- Verbal praise
- Class Dojo points
- Smiles, thumbs up
- Stickers, certificates
- Reinforcing good behaviour
- Encouraging sharing and negotiation
- Reminding the children of the "rules"
- Distraction
- Thinking book in the thinking chair (age appropriate use e.g. 3 minutes for 3 year olds)

Our strategy for dealing with unwanted negative behaviour will be consistent throughout the EYFS. We will support the child's understanding by using hand gestures and visual reminders. We then will wait ten seconds for the child to process and understand our instruction or concern. The behaviour policy will be followed and children will be given a polite reminder, first warning and then taken to the thinking book. Following this reflection with SLT or a phone call home will be used.

Biting

We understand that some children may go through a phase of biting. This is a normal developmental stage for children who are teething and still developing language skills. It is common for many toddlers, especially when playing alongside others but is a concern for the children, parents and staff.

Biting is usually triggered by frustration at being unable to communicate a need, conflict over a toy or coping with a challenge or stress. It can happen quickly and without warning and can provoke strong emotional response from the victim, the child who has bitten, parents and adults dealing with the situation. The same behaviour management protocol is followed with priority to treating the child who has been bitten. Parents of both children are informed at the end of session with a clear explanation of what action preceded incident and how it was dealt with. Confidentiality of all children concerned will be maintained.

Record Keeping and Data Protection

Practitioners must maintain records and obtain and share information to ensure the safe and efficient management of the setting. Throughout the EYFS there will be times when personal data is collected and shared with other professionals such as the parents/ carers, other professionals, local authority, police, social services and Ofsted. Records are easily accessible and available for parents and carers to see. Confidential information is held securely in line with Data Protection Act and GDPR regulations.

Use of Mobile Phones

At Stubbins, we recognise that the use of mobile phones in classrooms or public places around school is prohibited when children are on the premises. Staff may use their phones within the staff room. Any phone calls made by staff are done so through the Main Office. Taking photographs of children on staff phones is prohibited and any photographs taken of children will be done so on equipment owned by the school. Furthermore, photographs are uploaded onto the school server and under no circumstances are placed on personal or home computers or USB drives.

Links to other policies

This policy is linked to:

- Assessment Procedures Document
- Marking and Feedback Policy
- Health and Safety Policy
- Safeguarding Policy

List of statutory policies and procedures for the EYFS.

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework. This document references where additional information relating to the EYFS can be found.

Statutory policy or procedures for the EYFS	Where can it be found?
Safeguarding policy and procedures Coordinator – Mrs J Cromey (Designated Safeguarding Lead)	See safeguarding and child protection policy
Procedure for responding to illness Headteacher – Mrs J Cromey	See Health and Safety policy See First Aid policy
Administering medicine policy Headteacher – Mrs J Cromey	See Health and Safety policy See First Aid policy
Emergency evacuation procedures Headteacher – Mrs J Cromey	See Fire evacuation and Invacuation lock down policies
Procedure for checking the identify of visitors Coordinator – Mrs J Cromey (Designated Safeguarding Lead)	See safeguarding and child protection policy
Procedures for parents failing to collect a child and for missing children Coordinator – Mrs J Cromey (Designated Safeguarding Lead)	See Late or non-collection from school policy See safeguarding policy
Procedure for dealing with concerns and complaints. Headteacher – Mrs J Cromey	See complaints policy

Resources

The organisation and deployment of resources, including risk assessment, is the responsibility of the Assistant Headteacher. Management, equipment and resources are organised to promote effective use by pupils. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation. The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities.

The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to a senior leader as soon as possible.

Senior leaders will coordinate the deployment of staffing on a day to day basis for example in the event of staff absence. Strategic staffing changes and deployment will be determined by the Headteacher.

Continuing Professional Development

In order to ensure the highest quality teaching and learning in EYFS, the school is committed to the continuing professional development of both teachers and teaching assistants. The focus of this is determined by the AHT in conjunction with the Headteacher who has the responsibility for coordinating, delivering or sourcing the relevant development opportunities for staff.

Subject Leadership

The role of the subject leader and supporting documentation is detailed in the school's Subject Leader Handbook. The provision of allocated subject leadership time ensures that teachers have the dedicated time to fulfil their roles and responsibilities which include:

- supporting and guiding the practice of teachers and support staff;
- ensuring coverage, continuity and progression in planning;
- monitoring and evaluating the effectiveness of teaching and learning;
- updating documentation where necessary;
- producing action plans for the School Development Plan, preparing bids and managing the EYFS budget effectively;
- liaising and consulting with outside agencies where appropriate;
- preparing and leading INSET;
- attending relevant INSET training;
- reviewing regularly the contribution made by EYFS to a meaningful curriculum;
- reporting to senior leaders, local governors and external reviewers about the position and development of across the school

Spiritual, Moral, Social and Cultural Development

SMSC stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.

Spiritual: explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Cultural: appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In the Early Years, we have a thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being.

British Values in the Early Years

The Department for Education has introduced a statutory duty for all UK schools to promote and teach fundamental British Values. At Stubbins Primary School, we take our responsibility very seriously to prepare our learners for life in modern Britain. We value and recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and undertake a variety of events and lessons to celebrate and explore other cultures in our country and the wider world. In the Early Years, we ensure that the fundamental British Values are introduced, discussed and lived out through the every-day learning and ethos of our Early Years provision. In the Early Years setting, we make considerable efforts to ensure that our learners have exposure to a wide variety of learning experiences beyond the local community, through educational visits, visitors, workshops and sporting events. All these opportunities provide a purposeful platform for embracing difference and diversity

Equal Opportunity and Inclusion

At Stubbins, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Our teaching attitudes, published materials used in instruction with pupils and this policy are guided by these respective policies. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes. In the planning stage, teachers ensure there is appropriate differentiation for all abilities –including gifted and talented, SEN and EAL. All children are challenged at an appropriate level for the individual.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We work hard to respond to individual needs in an inclusive and supportive manner which promotes and supports the mental health and wellbeing of all stakeholders/ pupils.

Review

This policy will be reviewed annually by the AHT in conjunction with the headteacher and governors. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The headteacher, governors and school improvement advisors will monitor the effectiveness of EYFS practices through:

- Moderation
- Lesson observations
- Book scrutinises
- Pupil progress meetings
- Pupil, parent and staff voice

Appendix A

Statement of Staff Commitment to the School's EYFS Policy

To be completed annually BY ALL STAFF and kept in Personnel Files

Staff Member:.....Post:.....

Line Manager:.....

I have read and understood the standards and guidelines outlined in the Stubbins EYFS Policy.

I agree with the principles contained therein and accept the importance of implementing the policies and practices whilst working at Stubbins School.

I confirm that I have:

- Received a copy of the EYFS Policy
- Had the opportunity to read and discuss the policy and procedure with the EYFS Lead and/or my Line Manager
- Discussed and recorded training requirements for ongoing action.

Signed (Staff).....

Signed (EYFS Lead).....

Date