

<b>ISI Reference:</b>	
<b>Rationale for the Policy:</b>	learning. This policy makes explicit all areas of learning in this key stage at GSAL.
<b>Policy aim:</b>	To ensure that all adults are aware of their roles and responsibilities in creating a safe, caring learning environment for the children in the Foundation Stage.

<b>Author:</b>	Deputy Head Pastoral, Primary
<b>Agreed and Authorised by:</b>	Whole school SLT
<b>Date agreed:</b>	5 July 2023 (updated Sept 23 due to revised statutory guidance)
<b>To be reviewed:</b>	July 2024

<b>Date of review:</b>	July 2021
<b>Dates of interim amendments/updates:</b>	July 2020 May 2022 July 2023

**Category:**

**The Grammar School at Leeds  
Early Years Foundation Stage Policy**

**We Care  
We are Brave  
We Grow a Little Every Day**

**Introduction and Philosophy**

At The Grammar School at Leeds, we aim to deliver the highest quality care and education for all our children providing a strong foundation for their future. Our ambition is that all our children develop into curious, independent, lifelong learners and for many of the children this begins in Nursery and Reception. Our high expectations enable children to develop socially, physically, intellectually and emotionally. We ensure that all children are kept healthy and safe and that they achieve the knowledge and skills they need for the move into Key Stage One.

The Foundation Stage at The Grammar School at Leeds applie

personal, social and emotional development

Four more areas strengthen each child's development . These specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being in a caring, safe and secure environment
- self-confidence, independence and self-  
confidence

- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- the support for learning with appropriate facilities and equipment
- the identification of the progress and future learning needs of children through observations and assessments which are regularly shared with parents
- the clear aims for our work, and the regular monitoring and moderating to evaluate and improve what we do
- the regular identification of continuing professional development needs of all adults working within the Foundation Stage and the opportunity to address these oomen regularly

## Physical Development

This area of learning has two very

## Individual Needs (SEND) and EAL

We believe that all our children are equally important and we give our children every opportunity to achieve their best. In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that the great majority achieve the expected level in each of the 17 Early Learning Goals of the Foundation Stage Profile by the end of the Foundation Stage and indeed many children progress beyond this point. In addition we pride ourselves on our diverse community at GSAL and a number of a families have English as an additional language.

We identify and meet the needs of students identified as having Individual needs within the resources available.

- planning opportunities that assess, build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs
- allowing time for the children to initiate and pursue their own interests and learning whilst adults watch, monitor and sensitively intervene to extend that learning where possible, thus providing a balance of adult-led and child- initiated activities.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a stimulating, safe and supportive learning environment in which the contribution of all children is

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5pm are given a hot evening meal, consisting of a main course and dessert and/or fruit, apart from Friday when no main meal is served but the children are given an additional more substantial snack at 5.15pm.

### **Safeguarding**

In the EYFS we follow the procedures and protocols for promoting and safeguarding the welfare of the children in our care in accordance with the GSAL Child Protection Policy. Mrs Evans, Deputy Head Pastoral is the Designated Safeguarding Lead for primary. As outlined in the GSAL Staff Code of Conduct, the use of mobile phones is not allowed in any area where EYFS children are present.

### **Key worker**

The class teacher is the main key worker for each child in their class, supported by the other adults in the classroom to meet the needs of each individual child. They are responsible for being the main link between families of the children in the class, reporting on each child's progress and ensuring their welfare.

### **Staff Supervision**

All EYFS staff have regular supervision meetings (see Supervision policy). The purpose of these is to continue to safeguard children, identify any training needs and ensure that the member of staff can continually improve the learning and development experiences that they offer. This process is also used to identify where their key children and families need additional support, and the actions to be taken that enables the supervision manager to support the key person in supporting those children and families. All new staff are also required to complete induction training.

### **Equal Opportunities**

Our teaching in the Early Years Foundation Stage is in accordance with our policy on equal opportunities at GSAL

### **Health and Safety**

The whole school Health and Safety policy is implemented in the EYFS. There is always one fully qualified member of staff that works within EYFS that holds a full paediatric first aid certificate. Appropriate risk assessments have been made for the provision. Daily risk assessments of the EYFS area are recorded.

### **Medication**

Pupil medication is administered in accordance with the School's Medicine Policy. As stated in the GSAL Staff Code of Conduct, any staff taking medication which they believe may affect their ability to work safely must inform their line manager immediately. Staff taking medication which they believe may affect their ability to care for children must seek medical advice and only work with children if that advice indicates that it is safe to do so. Any personal medication must be securely stored outside the EYFS area.

### **Procedure to be followed in the event that a child is not picked up at the appointed time**

If a child is not collected at the end of the day, we follow the following procedures:

- The child initially stays with the class teacher or another teacher from their year group until 3.30pm. At 4pm any child not collected from (EYFS) will be taken to the primary school reception area.
- The office staff will check the end of day sheets to ascertain what the end of day arrangements for that child should be. If the child was meant to be collected, the office staff will try to contact the parents/carers.
- If children are not picked up after a club, the staff member running the club will wait 10 minutes and then if any child is not collected, will take the child to the primary reception area and the procedure above will be followed.
- If parents cannot be contacted immediately, the member of SLT on duty will be notified while on-going attempts are made to contact the parents/carers using all the contact numbers available.
- All reasonable attempts will be made to contact the parents/carers.
- If the member of SLT has been unable to contact any parent/carer for a child not collected at the end of the day/club they will discuss with the Vice Principal/DSL what the next steps should be which will include contacting Social Services.
- SLT and/or GSAL Owls staff (our end of day provision) will stay with the child in an open area until either a



trusted adult can collect them or alternative arrangements can be made.

### **Emergency contact**

In the event of an emergency, please contact the primary school between 8am and 5pm on 0113 228 5122. You can also contact the main switchboard 0113 2291552 which is manned from 7.30am until 6pm.

Policy reviewed:

June 2021 by Andrea Evans (Deputy Head Pastoral) and Emma Alderson (Reception Year Group Leader)