



## **Lüderitz Blue School EYFS (Early Years Foundation Stage) Policy**

### **1. IMPORTANCE OF THE EYFS STAGE**

The Early Years Foundation Stage (EYFS) is crucial for setting children on their educational paths. At Lüderitz Blue School, we view this stage as the foundation of each child's future learning and one of immense importance.

### **2. AIMS OF THE EYFS AT THE BLUE SCHOOL**

- i) To provide children with a comprehensive and balanced curriculum that equips them with the knowledge and skills necessary for successful progression through school and beyond.
- ii) To create a secure, structured, and well-resourced learning environment at Lüderitz Blue School that is stimulating, challenging, and nurturing, both indoors and outdoors. This environment will cater to the individual developmental needs of young students and support their future learning endeavours.
- iii) To empower all children to become confident, motivated, and joyful students, fostering the skills and attitudes essential for their future educational success.
- iv) To ensure high-quality and consistent teaching and learning, enabling every child to make good progress and ensuring that no child is left behind.
- v) To foster close collaboration between practitioners and parents/guardians to effectively support each child's learning.
- vi) To embrace and assist all children through equal opportunities and practices that discourage discrimination. Children are encouraged to cultivate their independence and individuality while promoting respect and tolerance for others, regardless of their abilities, race, beliefs, gender, or background.

### 3. POLICY GUIDANCE

- i) This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS) from the Department for Education (UK).
- ii) It is noted that Reception (Grade 0) provision at the school is also conducted in line with guidance from both the Ministry of Gender Equality, Poverty Eradication, and Social Welfare and the Ministry of Education, Arts, and Culture in Namibia.

### 4. STRUCTURE OF EYFS AT THE SCHOOL

- i) As of 2024, EYFS at Lüderitz Blue School currently comprises Nursery (students age 4 turning 5 throughout the academic year) and Reception (students age 5 turning 6 throughout the academic year).
- ii) Reception may also be referred to as Grade 0, Grade R, or Reception Class.
- iii) As demand grows, the school may extend provision to younger students (eg. to offer Nursery/Grade 00 or younger)

### 5. EYFS CURRICULUM

- i) The EYFS curriculum is planned and delivered by class teachers and teaching assistants.
- ii) The Head of Early Years and Key Stage One has oversight of the curriculum.
- iii) Our Early Years Curriculum follows the guidance as outlined in the 2017 statutory framework of the EYFS.
- iv) The EYFS extends from birth to the end of Reception (Grade 0) and the start of Key Stage 1.
- v) It is noted that play underpins the delivery of all the EYFS. We understand that children form attitudes towards learning that last a lifetime during their earliest years of development.
- vi) We understand that children who receive the right sort of support during these years will be curious and motivated students throughout their lives.
- vii) In the EYFS, we follow the Characteristics of Effective Teaching and Learning:
  - **Playing and Exploring – Engagement** (discovering and investigating, engaging with familiar concepts, showing a willingness to try new things);
  - **Active Learning – Motivation** (staying focused and engaged, persevering through challenges, taking pride in their accomplishments) and
  - **Creating and Thinking Critically** (generating original ideas, connecting concepts and selecting their own methods for tasks).

## 6. EYFS CURRICULUM STRUCTURE - AREAS OF LEARNING AND LEARNING GOALS

i) The EYFS framework comprises seven interconnected areas of learning and development, with three prime areas crucial for sparking curiosity and enthusiasm for learning, fostering children's capacity to learn, form relationships, and thrive at school.

ii) Alongside these, there are four specific areas, all of which are interconnected. These include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas, and provide important contexts for learning.

iii) In total, these seven areas encompass seventeen Early Learning Goals.

iv) At the end of the academic year, the students are assessed against the Early Learning Goals to see if they have made a 'Good Level of Development'.

v) Please refer to table below:

3 Prime Areas	17 Early Learning Goals
<b>Communication and language</b>	1. Understanding 2. Speaking 3. Listening and attention
<b>Physical development</b>	4. Moving and handling (gross and fine motor) 5. Health and self-care
<b>Personal, social and emotional development</b>	6. Making relationships 7. Self Confidence and self-awareness 8. Managing feelings and behaviour
<b>4 Specific Areas</b>	
<b>Literacy</b>	9. Reading 10. Writing
<b>Mathematics</b>	11. Numbers 12. Shape, Space and Measures
<b>Understanding the world</b>	13. People and communities 14. The world 15. Technology

<b>Expressive Arts and Design</b>	16. Exploring and using media and materials 17. Being imaginative
-----------------------------------	--

## **7. EYFS SCHOOL DAY**

- i) Drop off for Reception is from 7:45-8:00. Only parents/guardians of EYFS children are permitted to drop their children at their classroom (if they wish).
- ii) Registration is at 8:00.
- iii) The day includes a morning playtime when the children eat their snack.
- iv) Children stay at school for lunch, which is eaten with their class and teachers.
- v) Table manners and behaviour will be reinforced during snack and lunch time, as will the importance of eating a balanced meal.
- vi) Parents may choose to collect their child at 14:00 after lunch and a final activity, or to permit their child to stay on for extracurricular activities.

## **8. PLANNING IN THE EYFS STAGE**

- i) Staff design activities and experiences that promote children's effective development and learning. For the youngest children, practitioners prioritise the three prime areas to achieve these developmental goals.
- ii) Staff take into account each child's unique needs, interests, and developmental stage to create engaging and challenging experiences. If a child has special educational needs or disabilities, staff assess whether additional learning support is required.
- iii) Practitioners consider the diverse ways children learn when planning and guiding activities, integrating these observations into their teaching practice.
- iv) The objectives of the EYFS profile serve as the foundation for planning across the foundation stage. Medium-term plans are topic-based and outline the learning goals for children during this period. Weekly and daily plans include independent indoor/outdoor learning and adult-led activities, focusing on the week's objectives and the tasks children will engage in to meet them.
- v) The school optimises all learning spaces within and around the premises. Classrooms, designed for free-flow activities, allow for seamless collaboration across indoor and outdoor spaces, as well as between different classrooms and cohort-based settings. A year-round program of activities is thoughtfully planned and implemented.

## **9. EYFS TEACHING**

- i) The foundational principles of teaching and learning from the school's Teaching and Learning policy are applied within the Early Years Foundation Stage (EYFS). In this stage, both children and adults become part of a community dedicated to lifelong learning, with high expectations for teaching, learning, and behaviour consistently upheld throughout the school.
- ii) Each area of learning and development is promoted through purposeful play, blending adult-led and child-initiated activities. Practitioners observe and respond to each child's changing needs and interests, supporting their growth through positive interactions.
- iii) Key practices supporting the EYFS include:
- A close partnership between teachers and parents, fostering children's positive self-image and sense of security and confidence.
  - Teachers' deep understanding of early child development and special educational needs, which informs their teaching approaches.
  - A curriculum focused on kinesthetic and visual learning, offering diverse opportunities for "small world" and role-playing activities.
  - Various teaching methods that provide hands-on experiences, clear explanations, and chances for play, socialisation, and communication.
  - A strong emphasis on multilingual communication, encouraging children to discuss their learning and express themselves.
  - A well-structured curriculum and resources, including off-site visits, to help children meet Early Learning Goals.
  - A high value placed on Music, Art, and performing arts.
  - A safe and enriching learning environment, accessible indoors and outdoors throughout the year.
  - Ongoing assessment through observations, regularly shared with parents, to track children's achievements, progress, and learning needs.
  - Continuous monitoring of teaching practices and peer observations to deepen curriculum understanding and share best practices.
  - Regular developmental lesson observations and learning walks by school leadership to ensure consistency and drive improvement.
- iv) As children grow and develop, there is a gradual shift towards more adult-led activities to prepare them for formal learning, particularly in Grade 1.

## **10. ASSESSMENT IN THE EYFS STAGE**

- i) Assessment in the Early Years Foundation Stage (EYFS) is a vital tool that helps teachers identify students' needs and plan the next steps in their learning journey.
- ii) The school uses the Early Years Foundation Stage Profile to track and assess children's progress and attainment.
- iii) EYFS assessment involves observing children's activities at school and collecting other forms of evidence.
- iv) **Baseline Assessment** - On entry, teachers assess each child's abilities in areas such as number and sound recognition, followed by a full baseline assessment across the seven learning areas. This helps identify attainment patterns within the cohort and guides planning and target setting for individuals and groups.
- v) **Ongoing Formative Assessment (Observation)** - Staff conduct daily observations of students to assess their achievements, interests, and learning styles. These observations, covering child-initiated and teacher-led activities in both indoor and outdoor environments, inform future planning. Parent-shared observations are also considered. Evidence such as children's work, photos, or other materials may be documented in a learning journal or similar format. Twice a year, children are assessed against the 17 early learning goals to determine whether they have reached the expected level of development.

## 11. PROCESS FOR CHILDREN JOINING EYFS

- i) Ideally, children joining the EYFS begin school at the start of the year.
- ii) Before school opens, children and their parents/guardians may be invited in for a stay and play session. This is an opportunity for the children to familiarise themselves with the learning environment, become settled and for the class teacher to exchange information with the family.
- iii) For further information about joining the school, please refer to the Admissions Policy.

## 12. 'KEY PERSON' APPROACH

- i) The Key Person approach aims to foster close attachments between children and teaching staff.
- ii) These attachments provide children with a sense of security, helping them become confident, independent, and capable students.
- iii) In school, the Key Person can be either an EYFS class teacher or one of the class assistants. From Reception, this is usually the Class Teacher.

- iv) The role of the Key Person is to meet each child's needs, respond sensitively to their feelings, and work in partnership with their families. They collaborate closely with other adults in the class, the Head of Early Years and Key Stage One and the Head/s of School.
- v) A Key Person is an identified staff member who has more contact with the child than others. This person builds relationships with the child and parents and helps the child become familiar with the school setting. A Key Person is someone who meets the child's individual needs and responds sensitively to the child's feelings, ideas, and behaviour.
- vi) A child's Key Person is the main point of contact for parents/guardians.

### **13. WORKING WITH PARENTS/GUARDIANS**

- i) At Lüderitz Blue School, we recognize that children learn and develop well when there is a strong partnership between school staff and a child's parents/guardians.
- ii) Parents/guardians are kept informed about their child's progress and development.
- iii) Each child is assigned a Key Person, who supports parents/guardians in guiding their child's development at home and helps them access specialist support if necessary.
- iv) We recognise the crucial role of parents/guardians by:
- Inviting them and their children to a stay-and-play event before enrolment, to share key information about the child.
  - Offering regular opportunities for parents to discuss their child's progress through our Open Door policy and scheduled parent meetings.
  - Encouraging parents to engage in their child's home learning activities and communicate any concerns with the teacher.
  - Providing a variety of activities throughout the year to foster collaboration between the child, school, and home.
  - Inviting parents to curriculum and learning support meetings to discuss their child's progress and ways to support learning at home.
  - Issuing two written reports annually on each child's attainment and progress.
  - Offering opportunities to attend school assemblies, performances, and productions, with dates published in advance on the website and school calendar.
  - Organising progress meetings at the start of the year, with additional meetings arranged as necessary.

- Hosting information sessions and parent workshops throughout the year, including topics such as teaching reading and early Mathematics skills in the EYFS.

#### **14. INCLUSION IN THE EYFS**

- i) Lüderitz Blue School is an inclusive school, committed to ensuring that all children can and will achieve their best.
- ii) Within EYFS, we set realistic but high expectations to challenge each child to reach their full potential.
- iii) We plan to meet the individual needs of every child as well as the needs of different groups, including boys and girls, children with learning support needs, children from various nationalities, social, cultural, and ethnic backgrounds, and those with diverse linguistic backgrounds.
- iv) We address the needs of all our children by:
  - Designing opportunities that enhance and expand their knowledge, experiences, and interests while promoting self-esteem and confidence.
  - Employing a variety of teaching strategies tailored to meet each child's learning needs.
  - Offering diverse opportunities to motivate and support every child, facilitating effective learning.
  - Creating a safe and supportive learning environment that values the contributions of all children.
  - Utilising resources that reflect diversity and avoid discrimination and stereotypes.
  - Planning differentiated activities that challenge children according to their educational needs and abilities.
  - Monitoring progress and providing support through our learning support department.
  - Keeping the Leadership Team informed of any concerns and seeking advice as needed.
  - Identifying groups of students and ensuring effective planning for all groups and individuals to promote their progress.
  - Conducting regular data analysis to identify and address the needs of individual students and groups.

#### **15. PASTORAL CARE IN THE EYFS**



- i) The class teacher is responsible for each child's pastoral care and academic progress, with support from Teaching Assistants.
- ii) As many staff as possible are trained in First Aid.
- iii) All medication is securely stored in the Medicine Box in the School Office, out of reach and sight of children.
- iv) Medication can only be administered in accordance with our Medicine in School Policy.
- v) In line with the school's Behaviour Policy, physical intervention is only allowed to prevent immediate danger of injury and must be documented and reported to the Head/s of School, with parents informed as soon as possible.
- vi) All safeguarding and child protection concerns are reported to the Designated Safeguarding Lead, following the school's Safeguarding Policy.
- vii) Children learn about safety through Citizenship lessons.
- viii) Lüderitz Blue School prioritises student safety, with related policies and procedures available on our website. The Head of School is available for detailed discussions upon request. Specifically, the following procedures must be adhered to:
  - At 8:15 am, school doors, including the EYFS area, are closed, and parents are discouraged from entering without an appointment.
  - Security systems operate throughout the day, allowing visitors to enter via the main entrance and check in at the School Office. Visitors can only access teaching areas with a visitor pass issued by the office.
  - All parents/guardians must vacate the teaching area promptly by 8:00 am.
  - The same procedures apply for the prompt collection of children at the end of the day.
  - No child will be released to anyone other than their parent/guardian or an adult designated in advance by the child's parent/guardian.
  - Mobile phones and cameras are prohibited in the EYFS, except for designated school devices used for advertising and marketing purposes (with appropriate permissions). Visitors, including parents, are expected to adhere to this policy.
  - The EYFS learning environment is regularly inspected for health and safety, with records kept in a log that is reviewed by the Head/s of School.

## **16. STATEMENT ON CASES OF BITING**

- i) As a school, we understand that biting is a challenging issue for both the parents/guardians of the child who was bitten and those of the child who bit. It is a rare occurrence and is dealt with according to this policy.
- ii) Common identified reasons for biting include:

- Exploration: Young children explore the world through their senses and might not differentiate between a toy and another child
- Attention: Some children may bite to get attention when they feel neglected.
- Frustration: Children may bite due to frustration, especially if they lack the language to express their emotions.

Please see Appendix B: Biting Policy

Written:	November 2022, Senior Management
Reviewed:	November 2022, Senior Management
Updated:	April 2025
Next Review due:	April 2026

## APPENDIX A

This checklist lists the policies and procedures in place according to the EYFS statutory framework.

Statutory Policy/Procedure	Policy
Safeguarding policy and procedures	Refer to Safeguarding Policy
Procedure for responding to illness	Refer to Health and Safety Policy
Administering medicines policy	Refer to Medicine in School Policy
Emergency evacuation procedure	Refer to Health and Safety Policy and signage around school.
Procedure for checking the identity of visitors	Refer to Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Refer to Safeguarding Policy
Procedure for dealing with concerns and complaints	Refer to Complaints Policy

## **Appendix B:**

### **BITING PREVENTION MEASURES**

- i) We aim to act promptly and efficiently in response to biting incidents.

- ii) We aim to prevent cases of biting by:
  - providing sensory activities, biting rings, sufficient resources, and staff awareness of children's needs for stimulation or quiet times
  - promoting comfort, helping children manage their feelings, and fostering understanding through communication.

### **PROCEDURE FOR CASES OF BITING**

- i) Both sets of parents/guardians are contacted and informed.
- ii) The child who has been bitten is comforted, reassured and checked for injuries.
- iii) If there is a bruise, a cold compress is applied.
- iv) If the skin is broken:
  - Let any bleeding occur naturally.
  - Contact the child's parent/guardian and advise seeking medical attention if necessary.
- v) If there is no skin break:
  - Monitor the child for 45-60 minutes and check for marks.

### **DOCUMENTATION AND NEXT STEPS FOR CASES OF BITING**

- i) An Incident Report Form must be filled in, kept on the files of all children involved and copies must be shared with parents/guardians.
- ii) The Head of Early Years and Key Stage One and the Head of Primary must be informed immediately.
- ii) The child who bit another child will be spoken to. The staff member will:
  - Explain that biting is unkind and ask the child to apologise (in most cases).
  - For recurring biting, observe triggers (e.g., tiredness, frustration) and involve parents in developing strategies.
- iv) If biting is frequent or linked to special needs, staff will conduct a risk assessment and call a strategy meeting with parents/guardians.
- v) The school will also
  - Work with parents/guardians to collaborate to identify the cause of biting and develop a strategy.
  - Aim to provide more supervision during certain times or reduce large group activities.
  - Encourage positive behaviour and avoid excessive attention after biting.
  - Ensure the routine meets children's needs, offering engaging activities with minimal waiting times.
  - Provide physical outdoor play, sensory experiences, and relaxation areas to reduce frustration.
  - Provide a box with rubber toys and teethingers to offer children an alternative to biting (if appropriate and possible)
  - Acknowledge that biting incidents may distress parents, and ensure sensitive communication and confidentiality.

