



EYFS Policy

Signed:

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1. Legal framework

This policy is based on requirements set out in the:
2021 Statutory Framework for the Early Years Foundation Stage
And in conjunction with:

- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'

2. Learning and Development

Aims

1. To ensure that children have a broad, balanced and exciting curriculum that prepares them for life long learning.
2. To deliver the curriculum to the highest standard and be consistent in the foundation stage so that every child can achieve.
3. To work in partnership with all teachers, parents and carers.

Early Years

1. We use routines to support good behaviour so that all children can learn, disruption free.
2. We use routines to maximise the learning time alongside the time for independence and exploration.
3. We teach crucial knowledge so that children can understand what they are learning and why and apply this to the continuous provision.
4. We guide learning so that children know, apply and remember but we also challenge children to apply their own thinking.

Underpinning Early Years

- Every child is a unique child, who is constantly learning to become a resilient, confident and independent learner.
- Children learn through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs.
- Every child develops and learns at different rates.

3. Curriculum

Our early years setting follow the curriculum as outlined in the 2021 statutory framework of the EYFS and uses revised Development Matters 2021 non-statutory guidance as foundation documents.

Learning and development in school will be planned using a crucial knowledge curriculum to ensure each child is equipped to access and enjoy their learning experience. This key vocabulary and learning will support children across all areas of learning and aid their understanding of each area of learning so play and exploration is purposeful.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The Three Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- Communication and Language

- Listening, attention and understanding
- Speaking

- Physical Development
 - Gross motor skills
 - Fine motor skills

- Personal, Social and Emotional Development
 - Self-regulation
 - Managing self
 - Building relationships

The children are supported through the four specific areas which the three prime areas are strengthened and applied.

Four Specific Areas are:

- Literacy
 - Comprehension
 - Word reading
 - Writing

- Mathematics
 - Numbers
 - 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

Early Reading and Writing

Reading is at the heart of our curriculum in Early Years, with the teaching of phonics. We use Jolly Phonics, a systematic synthetic phonics programme that teaches our children to read accurately and fluently, and supports good comprehension. Our approach to phonics also supports spelling and early writing, setting our children up with solid foundations for developing as readers and writers. We teach our children correct pencil grip and how to sit at a table.

A wide and varied range of texts allows our children to experience powerful, high quality literature and develop a love for reading. Vocabulary is developed both through the reading and also through the direct teaching of core words and crucial knowledge, which then further develops comprehension.

Early Maths

Teaching maths is also a priority. The children learn through White Rose Maths. There is a high focus on number fluency and secure understanding of 0-10.

4. Teaching

Children are provided with crucial knowledge in the early years, through direct teaching, which forms a strong foundation for learning and accessing continuous provision. This is clear from Bold Beginnings 2017 Ofsted. We combine direct teaching including explicit modelling, with varied and wide opportunities for application and practise so our children can consolidate their knowledge.

Children can talk about what they learn because they are equipped with the words and crucial knowledge needed to get the most out of the continuous enhanced provision. For example, children can learn through play that: in water objects can sink or float, what heavy and light feel like and the difference between wood and metal. A foundation of crucial knowledge needs to be provided if children are to be successful in their interactions and explorations.

There is a set structure to the day that involves whole class teaching, focused small group work and individualised support. This also gives children a consistent start to school life and a routine that is reassuring and calming.

Continuous Provision

Continuous Provision refers to the resources provided in the classroom for children to interact with and encourages them to be active learners.

Continuous provision enables the learning that takes place following the adult-led activities. It allows the children to embed what they know and continue learning. It is planned carefully and gives the opportunity for children to explore, experiment and practise. Children may return to exploration and learning from previous weeks when accessing Continuous Provision and this is necessary to consolidate learning over one day or an extended period.

Learning will only take place in an environment that is enabling and when the learning is carefully guided. Continuous Provision can be 'enhanced' with additional resources, adult guidance and prompts to guide and challenge learning.

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

5. Assessment

Reception Baseline Assessment is taken by children during their first half-term in Reception. All children are assessed within their first six weeks of joining Reception, even if they have started mid-term, unless they have already been assessed in a different setting.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

Formative assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children. The teacher is a professional and is treated as such.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the 17 early learning goals (ELGs), and their readiness for Year 1.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The school will report EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

SEND and EAL

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate. The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support. The school will take reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach

a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

6. Transition

Children transition from pre-nursery to nursery and from nursery to reception. They also transition from Reception into Key Stage One.

We prepare children for transition through:

- Telephone calls
- Seeking feedback from other settings
- Visiting other settings
- Home/school communication prior to learning
- Visits to the setting

7. Responsibilities

The governing board will be responsible for:

- Ensuring there is a robust framework in place.
- An appropriate curriculum including phonics.
- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. (These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography and Images Policy.)
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff or a volunteer. These issues are addressed in the school's Staff Code of Conduct policy and Vexacious Malicious Complaints Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, will have responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff and volunteers, will be responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

8. Health and Safety; and Safeguarding:

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2017) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> and there is a section in our school Safeguarding Policy that directly refers to practice in the EYFS.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Chesterton Primary School Safeguarding Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in school displays electronically and in school. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme which each child is entitled to up until the day they turn five years old. After that a charge is applied.

All children in can have a school lunch which is free in Reception but carries a charge for Nursery aged children. Children can bring their own packed lunch.

We have a kitchen area in the Pre-Nursery and Nursery rooms which no child is allowed to enter and is secured with a safety door.

Daily health and safety checks are carried by the Site Supervisor as well as all EYFS staff to ensure the provision is safe for all children. We prioritise children's safety at Chesterton Primary School; we believe children should learn and thrive in a safe and happy environment.

We take all accidents seriously and always log and contact home/ parents as soon as possible if a child bangs their head. We have cold compresses available.

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. We have our own Nappy Changing Policy related to this.

All structures are checked by our site officer and fire alarms are held regularly in line with whole school policy. There is an annual external check of equipment.

9. Monitoring

Effective implementation of this policy is monitored through
Trust Reviews
School Visits
Data and Outcomes