



## EARLY YEARS FOUNDATION STAGE POLICY

Approved by the Governing Body on (date):	June 25
Signed (Headteacher):	Anne Rennie
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Next Review Date (term/year):	June 26

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### 1. Aims

At Edmund Waller Primary School we believe that the first five years of a child's life pass by quickly and that achieving the highest quality of learning and development is critical.

We believe that young children:

- are unique;
- need a sense of belonging and thrive in a positive, secure environment.
- learn through play in an integrated way.
- should be encouraged to be independent and self-regulate.
- should be supported by skilled adults who understand child development.
- learn best in a thought- provoking environment with opportunities to practise and apply previous learning and to follow their own interests
- should have opportunities to take risks, develop resilience and perseverance.
- need parents, carers and school to work in partnership
- learn through a range of experiences including; alongside adults, peer to peer, independently and from the environment they are in

This policy aims to ensure that all our children receive an excellent start to their education.

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

### 3. Structure of the EYFS

At Edmund Waller the EYFS is made up of a Nursery class and two Reception classes. We also include Year 1 as part of our Early Phase as children need time to transition between the Early Years Framework and Key Stage 1.

In Nursery our main intake is in September at the beginning of the school year, as this is when the majority of children start. If there are any spaces, children may start from the term after they turn three years old.

On rare occasions we offer out of cohort places in Reception, where children are Summer born (April-August) and have been identified by parents and/or pre-school/nursery as benefitting from deferring entry. Deferred places are offered at the discretion of the headteacher and in conversation with families.

Each class in the EYFS has a qualified class teacher and an Early Years Practitioner or teaching assistant. Classes have a maximum of 26 pupils in Nursery and 30 pupils in Reception, in line with statutory ratios for their ages.

#### **The timings of the day are as follows:**

There are two sessions in Nursery:

Morning Session 8.45am-11.45am

Afternoon Session 12.30-3.30pm

Children who are full time in Nursery come to school for the full day. Part time children attend 5 days a week for either the morning or afternoon session.

Parents in receipt of the 30hr funding code will receive 30hrs of schooling (term time) free. If their child attends full time, using the 30hr funding code, we ask for a daily fee of £4.75 to cover lunch time supervision.

We have some additional spaces for parents who do not receive the 30hr funding code but wish to attend full time (all children aged 3-4 years are entitled to this.) This is at additional cost of £23.75 per day. This entitles children to a full-time place at Nursery.

Children must either attend 5 full days or 5 part time days. We are unable to split the days e.g. Mon-Weds, as this has an impact on the provision available for children.

Full time children in Nursery have their lunch in school. They bring a packed lunch to school and eat in their classroom with lunchtime supervisors.

The Reception day begins at 8.50am and finishes at 3.20pm. Children have their lunch in school. All children are entitled to a free school lunch automatically and do not need to bring a packed lunch to school.

In both Nursery and Reception, the majority of the day is spent accessing learning independently through play and adults will join children in their play.

## **4. Curriculum**

The early years curriculum we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich, playful and stimulating learning environment facilitating the characteristics of effective learning;
- it is systematically planned to ensure all learning is practised, applied and revisited;
- it is relevant and ambitious for each child.
- it gives children continued opportunities to revisit skills and deepen knowledge and ideas in continued provision

Our early years setting follows the guidance as outlined in the latest version of the EYFS statutory framework which applies from September 2021.

The EYFS framework includes seven areas of learning and development that are inter-connected. The three areas of the curriculum are divided into prime and specific areas of learning. The 3 prime areas are crucial for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. All areas of the EYFS framework have equal importance, however three areas known as the Prime Areas are seen as particularly important as the foundation for learning in all areas. The prime areas of learning are given a greater focus in Nursery.

The prime areas are:

- communication and language
- physical development
- personal, social and emotional development.

The prime areas are strengthened and applied through four specific areas:

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

Teachers consider the importance of the Characteristics of Effective Learning which ensure children develop the skills to be a learner.

These are:

- playing and exploring
- active learning and;
- creating and critical thinking

## 4.1 Planning

Activities and experiences are planned by staff to enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas alongside the specific areas of the curriculum. We seek to develop the language and communication skills of our youngest children.

Indoor and outdoor learning environments have equal status. We know that young children learn more when they are outside, and planning reflects this so that children are encouraged to use all areas of the learning environment. Teachers' planning supports children in becoming independent learners who can access resources and extend their own learning.

Planning takes into account the individual needs, interests, and stage of development of each child in our care and we use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Planning is based on overall topics of learning e.g. It's Fun To Be Me and these are the starting points for new learning each half term. Daily discrete sessions are taught across the Early Years and then learning in the environment is directed by children's interests and children's existing knowledge.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Staff have access to continued professional development opportunities throughout the year to support their understanding of how children develop and learn and to ensure best practice is being followed.

## 4.2 Teaching

Teaching and play are interconnected. Young children learn in a flexible way and the teaching reflects this. We regard teaching as the many ways in which adults, consciously or otherwise, help children to learn. This includes interactions with children throughout the day: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, and providing a narrative for what they are doing, facilitating and setting challenges. Learning happens from the moment the children enter the setting. It also takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-initiated and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Time is given throughout the week for children to access a broad range of activities and staff play alongside the children, using their expertise to scaffold learning and to provide challenge to children.

Children are supported in becoming independent learners and following adult inputs are observed in the learning environment. Staff are then able to plan in the moment for children's next steps.

Teaching happens in all areas of the inside and outside classrooms and teachers use a range of hands-on activities to support children's learning.

## 5. Assessment

Assessment is an integral part of the learning and development processes. There are many contributory factors that staff take into consideration when making decisions about how and what to teach including:

- an accurate assessment of children's starting points
- an understanding of each child's interests and fascinations
- an appreciation of how each child learns best
- the subject content that needed to be taught
- the context in which learning should be introduced and developed
- the child's age and stage of development.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA). This is a statutory baseline assessment that is required by the Department for Education. This is completed in a low-stress environment and staff ensure that all children feel confident and comfortable in taking part in the baseline assessment.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting **expected** levels of development
- Not yet reaching expected levels ('**emerging**')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#) and Birth to Five Matters) and in partnership with other local schools throughout the academic year. This helps to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority in the June of the school year.

We use the app Tapestry to document children's learning, language development and interests across Nursery and Reception.

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Effective communication and relationships between home and school strengthens learning.

Parents and/or carers are kept up to date with their child's progress and development. Parents evening, day to day conversations and the EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding, abilities and interest. We use the Tapestry app for parents to gain an insight into day to learning. Parents will be provided with one login at the beginning of Nursery or Reception, which may be used by both parents. Where parents are separated, provision will be made to support this.

In Reception and Nursery, the child's key person is their class teacher, who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

All staff are trained annually in safeguarding procedures and records are kept on CPOMs. The school has a designated safeguarding lead who follows up these records with teachers, where appropriate. At Edmund Waller all staff in the EYFS are trained in Paediatric First Aid and records are kept of any first aid administered, as well as any accidents that happen on the way to school and during the school day.

All adults who work with children in the EYFS have a duty of care. They support children in developing their independence in self-care (see Intimate Care policy.)

As part of the EYFS Framework 2021, we plan for and promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Making good choices when we are selecting foods and drinks
- How to keep our bodies strong and healthy

We do this as part of our ongoing PSHE curriculum, which focuses on health and well-being. Activities that support an understanding of how to look after our bodies are planned for in general provision.

All safeguarding and welfare procedures are outlined in our *safeguarding policy*.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the EYFS phase leaders and the headteacher, every year.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See and safeguarding policy [ including child protection]
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See and safeguarding policy [ including child protection]
Procedures for a parent failing to collect a child and for missing children	See and safeguarding policy [ including child protection]
Procedure for dealing with concerns and complaints	See complaints policy
Procedure for toileting	See intimate care policy