



## **Early Years Foundation Stage (EYFS) Policy**

This policy will be reviewed **annually**, or earlier if required by legislation or new DfE guidance and presented to the Full Governing Board for adoption.

Ratified By: **Full Governing Board**

Date Ratified: 12<sup>th</sup> December 2023

Next Review Due: December 2024

### **Stickney Vision**

At Stickney our Christian vision shapes all we do. Our inclusive church school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared Christian values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

### **New Leake Vision**

At New Leake Primary Our inclusive school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

### 3. Structure of the EYFS

At Stickney we operate an early year's unit. Children can start at the age of two and remain in our unit until the end of their Reception year. There are two large indoor rooms with toilet facilities and a sizeable outdoor learning area complete with undercover canopy. There are two part time EYFS class teachers and three other early years practitioners.

At New Leake our early years children can start at two years old and our early years children share their class with KS1 pupils. The learning environment comprises of a new build classroom, conservatory and outdoor area.

outline, how many hours are available in the nursery, and details of charging, if applicable.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### **4.1 Planning**

Our staff have created a long term plan which shows how the Curriculum progresses and builds up over time from when a child is 2 (at Stickney) right up until the pupil completes their Reception year. There are medium term plans for each half term which clearly identify the key knowledge that the children will learn across the Curriculum each week and how this is built up and revisited over time. Teachers then extract the information from this to create a weekly plan, citing the planned activities and experiences for children that will enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff enhance some areas of provision both indoors and outdoors on a weekly basis. The outdoor learning environment is used for learning opportunities whatever the weather.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Staff use information from Tapestry, parent questionnaires and comments from parents to enhance the provision and further develop positive relationships with the children. 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Staff plan for opportunities for visitors to come in e.g. the fire engine, parent visitors etc to enrich the Curriculum, to inspire, to broaden children's experiences, to challenge stereotypes and to inspire.

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

Alongside the indoor environment, staff teach children daily in our outdoor area; in adult led activities or through scaffolding learning when an adult joins in with a child's play. Th outdoors offers the children the opportunity to explore, use their senses and be physically active and exuberant.

Children are taught in progress groups for phonics (Read Write Inc).

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## 5. Assessment

At Stickney and New Leake Primary schools, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the end of each **half term reception pupils** are assessed in phonics and regrouped into a teaching group according to their learning needs.

At the end of the autumn, spring and summer term **all EYFS** children are assessed in each area of learning to determine if they are not on track, nearly on track or on track for their age.

At the end of the summer term staff complete **nursery pupil assessments** based on if they have met the observational checkpoints as set out in the Early Years Framework.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 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 in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## 6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. Parents/carers share information about their child's abilities, needs and interests prior to them starting. Parents and carers are invited to the New Intake Induction evening. There are at least two formal parents/carers evenings in an academic year and a written report detailing their progress is sent to all parents/carers at the end of the academic year. Parents are invited into school to workshops e.g., phonics and maths, where they can learn ways of how they can support their child's learning at home. Questionnaires are sent out to parents to gather their views which helps to shape our Curriculum each year.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person 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.

If a child struggles to settle at our setting due to separation anxiety, we will work with the parent/carer to create an individual transition plan for that child.

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

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety.

At Stickney:

- For children aged 2, we have at least 1 member of staff for every 5 children.
- For children aged 3 and over we determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We 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

If a child is showing oral discomfort or we see a large amount of plaque build-up on a child's teeth a teacher will address this with the parent/carer. If a parent discloses that their child is not registered with a dentist, we will try to help them locate an NHS dentist who is taking on patients in the area.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## 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 child protection and safeguarding policy
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 child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy